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ALBERTA EDUCATION, 1917



PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION

TWELFTH ANNUAL REPORT

1917



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Hon. J. R. Boyle
Minister of Education, 1912-1918

TWELFTH ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

OF THE

PROVINCE OF ALBERTA

1917

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY



EDMONTON

Printed by J. W. Jeffery, King's Printer
1918

DEPARTMENT OF EDUCATION,
EDMONTON, December 31, 1917.

To His Honour

ROBERT GEORGE BRETT,

Lieutenant-Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1917.

Your obedient servant,

JOHN R. BOYLE,
Minister of Education.

CONTENTS

Part I.

	Page
Report of Deputy Minister	11

Part II.

Report of Principal Normal School, Calgary..	19
Report of Principal Normal School, Camrose...	25
Report of Director of Summer School.....	41
Reports of Inspectors.....	46
Report of Supervisor of Schools among Foreigners.....	100
Report of Principal English School for Foreigners.....	102
Report of School Libraries Branch.....	104
Report of School Debenture Branch.....	106
Report of Chief Attendance Officer	108

Part III.

General Statistics	111
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D. S. MacKenzie
Deputy Minister of Education, 1905-17

PART I.

INTRODUCTION BY MINISTER

REPORT OF DEPUTY MINISTER

EDMONTON, ALBERTA,

October 2, 1918.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1917. It includes the Report of the Deputy-Minister, Reports of the Principals of the Normal Schools, the Inspectors of Schools, the Director of the Summer School for Teachers, and statistics relating to the educational progress of the Province.

I have the honour to be,

Your obedient servant,

J. T. Ross,

Deputy Minister of Education.

REPORT
OF THE
DEPUTY MINISTER OF EDUCATION

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education.

SIR,—

I have the honour to submit herewith the Twelfth Annual Report of the Department of Education for the Province. It includes an account of administrative changes, a discussion of general educational conditions in the province, the reports of the officials of the Department in charge of administrative branches, reports of the Principals of the Normal and other schools and of the Inspectors, and contains likewise statistics relating to the progress of educational work in the Province.

In September of the present year, D. S. MacKenzie, Deputy Minister of Education, resigned from the service of the Department to accept the bursarship of the University of Alberta. Mr. MacKenzie has had long and honourable service in educational work in Western Canada. He took his professional training at Regina, in the fall of 1895. He commenced teaching as principal of the Strathcona Public Schools in January, 1896, and taught there steadily until December, 1902. In January he accepted a position in the Territorial Educational Department at Regina, where he remained until the inauguration of the new provinces of Alberta and Saskatchewan, in 1905. Since that time he has filled the office of Deputy Minister of Education for the Province of Alberta. His work as Deputy Minister has been directed by good judgment and marked by unfailing courtesy in his intercourse with the public.

WAR INFLUENCES.

The work of education in the year 1917 is marked by the same features as were displayed in the year 1916, owing to the continuance of the war, with an intensification of some of the difficulties arising out of war conditions but with some compensating advances in constructive work in administration as well as in the improvement of educational services, particularly in the country.

Since the beginning of the war there has been a steady decrease in the supply of teachers. This has come about in a variety of ways. Accessions to the teaching body from outside have been largely cut off. There are no teachers coming from the Old Country now and the number from other provinces which have supplied a good many in the past, viz., Manitoba, Ontario and the Maritime Provinces, is getting very small. The enlistment of men in the army, particularly from the towns and cities, has opened up a lot of clerical work for

women, in many cases of a kind that was not formerly done by women. The demand for people at good salaries in commercial and industrial work has likewise reduced the number entering the Normal Schools.

THE SCARCITY OF MALE TEACHERS.

The scarcity of teachers has particular relation to men. At the beginning of the war there were a great many enlistments from the ranks of the teachers as well as from High School and University students, a few of whom would have served in teaching work. The Military Service Act took quite a number from the small proportion of male teachers who remained. This has brought about a rather serious condition in the educational work of the Province. It is reasonable to suppose that the one-teacher schools of the country will continue to fall almost wholly into the care of lady teachers, but on the other hand, owing to the policy of merging Public and High School services in a single school enterprise, as has been the case up to the present, nearly all the small as well as large town schools have had male principals, generally of first class standing and often of university qualification. The reduction of this class of men is seriously affecting the general work of High School education in many of the smaller towns of the province and is likewise affecting indirectly the development of material for the teaching profession which comes largely through these schools from the country. It might seem to be desirable to encourage the fitting of men for the profession of teaching through a higher type of training than is afforded in the Normal Schools, in order to create a considerable body of highly trained male teachers. Incidentally, it does not appear that the short term training of the Normal Schools has had the effect of attracting large numbers into teaching work. The smallness of the investment which teachers have in professional training under the short term system is operating towards having teachers drop out easily as well as drop in easily. The undertaking of a longer course of training presupposes a definite intention of staying in the work. The total number of teachers entered in the Normal Schools in the Province during the past three years is shown in the following table:

1915	601
1916	438
1917	331

The enlistment of teachers for foreign service is not limited to men. A considerable number of lady teachers in the Province have left the work for V.A.D. services in France and England. A number have entered for training in convalescent hospitals in different parts of the Dominion. It is doubtful whether the type of nursing or other service which may be done by these is enough to compensate for the loss to the teaching ranks.

CITY FINANCES.

The larger cities of the Province have been working under considerable difficulties in the matter of finances. Previous to the opening of the war the city municipalities were already in difficulty by not being able to collect taxes. This is being gradually met by diversifying the sources of tax money and by a more or less vigorous policy of collecting arrears. The effect of slow recovery from inflated land values and of the cramping of certain kinds of city activities due to the war

has led to a closer encroachment of school population on accommodation. None of the city school boards are in a position to finance for new buildings and most of the city schools are at present rather congested.

CONSOLIDATION OF RURAL SCHOOLS.

In the country, on the other hand, conditions have been greatly improved. For the past three years prices on most of the things which a farmer has for sale have been doubled. The crops have been generally good. Three consecutive crops of 1915, 1916 and 1917 are the heaviest that have ever been produced in Alberta and are heavier than they have been in any other part of Canada. The result has been that the farmers are paying a good deal of attention to the improvement of their institutional services, among which the school comes first. This is shown above all in the vigorous work being done in establishing advanced schools for country pupils by consolidation. The consolidation of rural schools in the Province had been tried out in a number of cases previous to 1917, but the greatest number brought about in any single year so far was in the year 1917. The number of consolidations at the end of the present year is forty-two, of which fourteen were established within the year. The people of the country are getting into such financial condition as encourages them to establish better school services. Already important and characteristic results have been obtained from consolidation in different parts of the Province. Attendance has been improved, special teachers have been sought out, comfortable transportation has been provided, High School work has been established and a new emphasis has been given to the importance of training young people in the arts of life as well as disciplining them in general studies. In a number of the schools excellent work is being carried on in domestic science and educational agriculture. A little manual training is also being introduced.

All the consolidations have not resulted in expansions or in organic changes in the work of the school. In a number of cases consolidations have been made of two or three schools which combined required only one teacher. The providing of transportation and strengthening of classes constitute the benefit from consolidation in such cases.

SOCIAL CONSOLIDATION.

An important feature of the new type of school is the organization of forces for general adult community improvement. Some of the schools have become a home for all of the social, charitable, patriotic, religious, literary and popular educational interests of the district. Interest in the school among parents has been very greatly heightened by a feeling of intimate ownership and usefulness which has been a revitalization of the whole method of living in the country. Over twice as many schools as have already been organized are now working for organization. Legislation is being moulded year by year to make the transition from the single district school to the consolidated school easy. The organization branch is charged with trying to bring about the combination of districts, where new ones are being established, in order to avoid the trouble of readjustment later and also to avoid a certain amount of loss in making the change.

While consolidations are occurring in all parts of the Province, and the characteristic advantages are applicable to all parts of the Province, Southern Alberta is leading strongly in the new organization.

This is due to the extensive rather than intensive system of farming carried on in the south. When single farm enterprises include, as they do in some cases, thousands of acres worked largely by machinery with broad implements and a small number of men, there is little chance for the single district school to thrive in such a place. In this way the consolidation into large areas is a necessity as well as an advantage. The transportation problem is likewise simple in the south. Automobiles can be run practically the year around and they are gradually taking the place of democrats and horse vans.

It is highly necessary in the case of consolidation that school boards and ratepayers should be fully seized of the additional cost of the kind of schools as well as of the benefits arising from it. It is likewise desirable that the fullest use should be made of inspectors, more particularly in helping trustees to realize on the advantages that the new organization should make possible. Inspectors should assume directive responsibility with respect to the inauguration of consolidations in the first place and should even check over-zealous communities in establishing school services that will cost more than the communities can pay.

The number of individual district school districts organized during the year was one hundred and thirty-eight. We give below figures relating to the growth of the Province since inauguration in the matter of the organization of the school districts and the increase in school population:

Year	No. of School Districts	No. of School Districts Operating Schools	No. of Classrooms	Total Enrolment
1906..	746	570	760	28,784
1907..	902	694	945	34,338
1908	1,070	851	1,139	39,653
1909	1,250	970	1,323	46,048
1910.	1,501	1,195	1,610	55,307
1911	1,784	1,392	1,902	61,660
1912.	2,029	1,600	2,229	71,044
1913..	2,235	1,705	2,511	79,909
1914.	2,358	2,027	2,898	89,910
1915.	2,478	2,138	3,082	97,286
1916.	2,598	2,170	3,143	99,201
1917	2,735	2,495	.....	107,727

INTERPROVINCIAL CONFERENCE ON EDUCATION.

The year 1917 was marked by a movement to secure the co-ordination of the four Western Provinces with respect to certain interests in which joint action was possible and desirable. In relation to schools, the matters with respect to which co-operation has been considered possible are the use of the same text books, the making of the same contracts with respect to them, the promoting of the production of suitable texts where they are required, the use of similar school nomenclature, courses of study, teachers' courses, certificates and regulations. From the way in which the work of the conference was undertaken, there appears to be a prospect of the working out during the ensuing year of co-operative action which will result in convenience, economy and efficiency for all the provinces concerned.

There appears to be a general conviction that teachers as a class have in the past not been very well paid, but this condition is being rapidly changed in Alberta. Salaries have shown a steady advance,



The Coalale Consolidation

and during the recent session of the legislature the salary of rural teachers was fixed on minimum of \$840 per year. Progress made in the salaries from year to year is shown by the following table:

1905.	\$599.29
1906.	614.13
1907.	629.45
1908.	657.39
1909.	676.10
1910.	704.97
1911.	729.93
1912.	769.89
1913.	819.71
1914.	810.23
1915.	792.72
1916.	828.69

PROVINCIAL BOARD OF EXAMINERS

The recommendation of a committee appointed in a previous year resulted in the work of examinations being placed under a joint board of examiners of nine members appointed by the University Senate and Department of Education. This board has completed its second year of work satisfactorily. Considerable progress has been made with regard to standardizing work in different subjects as between the Department and the University. The standards for admission to the Normal Schools and the matriculation to the University in individual subjects have been made the same. It has been decided likewise that students who have Grade XI standing and who have completed the freshman year in the Faculty of Arts and Sciences should be given Grade XII standing in the subjects common to freshman and departmental courses. The work of preparation and revision of papers is settling into satisfactory condition.

FARM WORK FOR HIGH SCHOOL STUDENTS.

During the spring an arrangement was made by which High School students of both sexes could be liberated for work on the farms. To this end regulations were passed allowing students of Grades XI and XII in any school doing this work regularly and who should have completed 'five weeks' work on the farms during April and May, to secure standing in examinations on the basis of 25% on each subject of examination and 40% on the total. In cases of Grades IX and X students were allowed to go on the farms and to receive promotion on the certificate of the principal without being required to pass an examination. Grade VIII pupils have been given the same privileges as pupils writing for qualifying examinations in the High School grades; that is, those who work on the farm for five weeks are required to make only 25% on each subject and 40% on the total. No report has been compiled as to the number who went out but some of the city schools sent as many as forty students. It is the intention of the Department to continue the arrangement during 1918 and it is expected that the second year of service by some of the students will find them able to make a satisfactory contribution to the work of food production.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross.

Deputy Minister of Education.

PART II.
SPECIAL REPORTS

ALBERTA NORMAL SCHOOLS

REPORT OF E. W. COFFIN, PH.D.
PRINCIPAL OF NORMAL SCHOOL, CALGARY.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the Twelfth Annual Report of the Provincial Normal School at Calgary, for the year 1917.

The enrolment was considerably smaller than in any recent year, and was mostly the native product; that is, students of Alberta High Schools or students who had taken at least one year of High School work in the Province. The following tables show the attendance for the year by classes, and the number admitted under the various non-professional requirements, respectively:

ATTENDANCE FOR 1917.

	First Class			Second Class			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
First Session....	7	10	17	11	70	81	18	80	98
Second Session	8	24	32	5	73	78	13	97	110
Totals for year	15	34	49	16	143	159	31	177	208

TABLE SHOWING ACADEMIC STANDING.

	Grade XII.	Under-graduates	Graduates	Grade XI	Matriculation	Totals
Alberta	41		1	119	1	162
Saskatchewan				1		1
Manitoba		1	1	2		4
Ontario	1		1	8	2	12
Quebec		2				2
New Brunswick				1		1
Nova Scotia	1			12		13
United Kingdom				2		2
United States				11		11
Totals.	43	3	3	156	3	208

Recommendations for certificates were made for the year as follows:

TABLE SHOWING CERTIFICATES OBTAINED.

	First Interim	Second Interim	Third Class	With- drew	Totals
First Session ...	14	64	14	6	98
Second Session	29	80	11	1	121
	43	144	25	7	219

This statement includes eleven who had failed in practice teaching in 1917 or previously, and had been granted Third Class standing. Of these, one was a candidate for First Class Interim, and ten were candidates for Second Class. This year, as the last table shows, twenty-five received Third Class standing, or twelve per cent. of the total number enrolled for the year. This is about the usual number of failures and is probably no more than might be expected. These failures in practice teaching are due, in most cases, mainly to weakness in presentation, though there are a few cases of carelessness in preparation.

During the year only three extra rural candidates for First Class Interim Certificates wrote on the final examination. When a course is provided for this purpose that means a real advance in the professional standing of the candidate and is not merely a repetition of much that has been covered already for Second Class, there may be expected a large increase in the number seeking the higher qualification.

MALE ENTRANTS SCARCE.

As the attendance table shows, the number of men has fallen to a figure that has been characteristic of the older parts of the Dominion and of the United States. This does not promise well for material from which to recruit our force of instructors, inspectors and supervisors. But it is to be hoped that many of those who have answered their country's call to service overseas will yet be returned to us fit to resume their duties. They will certainly be welcome, and places for them will be abundant. So far as we have been able to ascertain to date, the total number of former students of this Normal School who have joined the forces is 168, but this is certainly far short of the real total. It is unfortunate that we are unable to get fuller information. The teaching force has done honourable service in the cause of freedom.

SHORT TERM TRAINING INADEQUATE.

In such an enrolment as reported above, naturally, experience in teaching is rare, being limited, in most cases, to a few months on a permit. This is unfortunate for the younger candidates, as they miss the counsel and example that would be offered by students of longer experience; that is, provided the experience has not been so long as to produce too much assurance. We find, in fact, two extreme classes: those who are so far from any acquaintance with school room practice that instruction therein is almost a foreign language, and those whom long experience has made impervious to new suggestions. For neither class is a four-months' course of training in itself of very much use.

Two important considerations follow: In the first place, it seems a serious mistake to allow unqualified teachers to secure repeated renewals of their provisional certificates; in the second place, and on the other hand, a few months' venture into the problems of school management ought to be an excellent preparation for a systematic course of training. This latter point is abundantly proved by the attitude and effort, during the training course, of those who have had such experience.

To follow up this line of thought a little farther brings us back to what I have urged several times, in a somewhat different way, in former reports; namely, that if, as at present seems likely, we are to depend mainly on our own High School pupils for our teaching force, the best thing that could happen them would be some initiation, from Grade VIII upwards, into the art of preparing and presenting lessons, under the guidance of a teacher, herself presumably versed in approved principles of teaching. The testimony of inspectors is that young teachers are especially weak in organization of lesson material in such a way as to show the perspective of a course, and how one lesson fits into another. Under such conditions pupils can get very little training in the methods of study, for their work, like their teacher's, is piecemeal and disjointed. But the first essential of *economy in learning* is a grasp of the significance of the whole, not a blind struggle with the parts in succession. If pupils were required to prepare term outlines and to present them to their classmates, or, in subjects not requiring too much academic review, were asked occasionally to take a lesson with a lower grade, they would be sure to get some realization, objectively, of their own difficulties in study. The stock objection is the lack of time. But no time is gained in the long run by wasteful methods. Very few teachers seem to grasp the real function of the recitation period. In most cases, it is effective neither as a revealing and correcting of weaknesses in study and grasp of materials nor as a social exercise. The apparent meaning, to the teacher, of the recitation period ought, I believe, to be one of the chief subjects of enquiry on the part of inspectors.

So much by way of suggestion as a preparation for the training course. The other problem is to follow up the training course by some scheme of progressive qualification. Teachers, proverbially, become set in their ways, and a system of prescriptions looking forward to examinations serves to confirm this tendency. Moreover, the attainment of a permanent professional certificate too often marks the horizon of the candidate. There is nothing beyond, either in professional power or in salary. The teachers are not wholly to blame. Unless the scheme of things under which they work shows advance, they themselves will rarely show any. Surely no field of service should be marked by a keener spirit of enquiry and a greater readiness to search after and meet new problems, and to test suggested solutions than that of elementary education. It is therefore encouraging to note that definite plans are being considered for something more in the way of requirements for permanent certificates than a year or so of successful practice. Encouragement in the form of increase in salary or bonus for initiative and additional qualification is something to hope for in the future. It is also a source of encouragement that the Department of Education is always willing to facilitate personal improvement on the part of employees. On the part of School Boards, too, a period of faithful service could receive no more fitting recognition than an opportunity, with some assistance, to go abroad



School Pastimes at Fort McMurray

for study or for educational enquiry of some kind. In fact this should be made a condition of continued tenure of position. Of course this applies most easily to cities, but it should be made to apply also to leaders in rural service; for surely the need of leadership and advance in rural education need not be emphasized.

CHANGES IN STAFF.

During the year the following changes took place in the Normal Staff. At the close of the first session, Mr. Roberts, Instructor in Mathematics and History, was appointed to the Vermilion Inspectorate, and Mr. Parker, Assistant in Manual Arts, took a position with the Calgary School Board as Instructor in Manual Arts in the High Schools. In May, Mrs. Gossip resigned the position of Instructor in Household Science and Art. All these resignations are real losses to the Normal School. Mr. Roberts, since his appointment in 1911, was an enthusiastic and zealous instructor, keeping before his students the highest ideals in scholarship and thoroughness of work. With his additional experience as Inspector, he is sure to render the highest kind of service in the work of the public schools and especially in teacher training. Mr. Parker was with the Staff from January, 1915, and was untiring in his attention to the needs of pupils and students. He also took an active part in the outdoor activities. Mrs. Gossip, as Miss McCaig, was our first instructor in Household Science, beginning work here in February, 1913, and I need hardly say that her classes were always popular. Her work was as efficient as popular, and her relations with students and colleagues always the most pleasant.

Mr. Roberts' place was filled by the appointment of Mr. C. Sansom, B.A., of the Camrose Normal Staff. Mrs. Gossip was succeeded by Miss Marjorie Goldie, a graduate of Macdonald College, Guelph, late of the School of Agriculture, Olds, and still more recently a special student at the University of California. These appointments have been fully justified by the interest shown in our peculiar problems by these Instructors. No appointment has yet been made in Mr. Parker's place, but during the second session Mr. F. S. Morrison, of the Camrose Normal Staff, spent two months with us, taking the Manual Training with the two second classes. He also took the Manual Training with Grades V to VIII of the Central School, who had been coming here since the first of the year for this purpose. On Mr. Morrison's return to Camrose, these outside classes were withdrawn.

At the close of the school term in June, Mr. Torrie, Principal of the Practice School, was appointed to the High River Inspectorate, and in August Mr. W. Clarence Richards, of the Oliver School, Edmonton, and a graduate of this Normal School, was appointed Principal of the Practice School. No other changes took place in the Practice School Staff. Mr. Torrie's appointment as Inspector, while a distinct loss to the Normal and Practice Schools directly, will give him a larger field for exerting that splendid influence on young teachers that all have felt who came within reach of it as Normal Students. He had been Principal of the Practice School since March, 1911, and during all that time his work, both as a teacher and principal and as a factor in the teacher-training course, was such as to make him almost indispensable.

The appointment of two members of the Normal and Practice Staffs to Inspectorships will serve to promote that closer understanding and co-operation between the training and inspection that is so much to be desired.

EXTENSION WORK.

During the year also, members of the Staff took part in local conventions as follows: Miss Fisher at Red Deer and Medicine Hat; Mr. Sansom at Stettler; Messrs. Hutchison, Hutton, Loucks, Sansom, Miss Fisher and the Principal at Calgary; and the Principal at Innisfail and Lethbridge. The whole Staff, with the exception of Mr. Loucks, served on the Summer School Faculty, and Mr. Loucks supplied in the Vegreville Inspectorate during the months of May and June.

By way of distinct advance in meeting our ever-pressing problems, there is little to report. This is not a time for new departures, still less for uncertain ventures, and we can but hold the ground with more and more zealous effort while so many are serving elsewhere. With a student body so immature and inexperienced there is barely time to stress the fundamentals, as we seek, at the same time, to make full and consistent trial of the subject matter and method agreed upon. Theory has been minimized, and the major emphasis given to demonstration, organization of material for school work, schoolroom economy, observation and practice.

We still enjoy the benefits of the Museum of Natural History and the Public Library.

The possibilities of moving pictures in some subjects of instruction might be discussed at some length. While I think that the sensuous appeal can be, and is being, overdone, I believe that there is a great opportunity here for the Provincial Normal Schools to lead the way, and to show what can be done with the educational film. Many moving picture houses used to advertise loudly their "educational" pictures; but, while these houses are filled afternoon and evening by children, as well as adults, the educational offering is usually limited to a few minutes of the weekly graphic. Civic theatres for this purpose have been talked of, but there seems little prospect of our cities or towns making a move in this direction at present.

ADDRESSES TO STUDENTS.

During the second session we had the privilege of hearing addresses on educational work in China and India by R. E. S. Taylor and Dr. Jessie Allyn, travelling secretaries of the Student Volunteer Movement, New York. Dr. W. J. Chambers also gave a valuable illustrated talk on the physiology and hygiene of the eye. Other addresses were: Miss Hamill, student secretary of the Y.W.C.A., addressed the lady students and Major Buchanan.

Representative of the Board of Pension Commissioners spoke to the Literary Society on his war experiences. If the course was not so short and so crowded with the bare necessities of life, we could make much fuller use of our assembly hall and lantern for practical talks of this kind for the benefit of students, and of the public as well. We hope to be able to extend our efforts along this line in the future.

On September 14th the Honourable Mr. Boyle addressed the students, emphasizing the importance of a training in civics. This year, for the first time, a written test, of a very practical nature, in Canadian Civics, was included in the final professional examinations.

I wish in closing to remark on the willing spirit of co-operation of all members of the several staffs. The teachers of the two practice schools have taken a zealous interest in the pedagogical progress of our students, and in their work with their own pupils they have always

compared very well with the teachers of the other city schools, although so many demands are made upon them for outlines of courses, copies of time-tables, and for conferences and discussions. Our need for a rural practice school in the neighbourhood is still as great as ever, but we can hardly do much in that way until the course is lengthened. The fact remains, however, that the demands for practice are still too great on the practice schools. Our teachers have also shown a commendable interest in the pupils' playground activities, and in these sports and games we encourage our Normal Students to assist and at times to take charge. Under the direction of Mr. Richards and Mr. Mackenzie, who are both enthusiastic and adept in organized outdoor sport, we hope to carry on this part of our programme so as to make the outdoor as well as the indoor games, a really educative part of the curriculum.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.

REPORT OF G. FRED. McNALLY, M.A.,
PRINCIPAL, NORMAL SCHOOL, CAMROSE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the Sixth Annual Report of the Provincial Normal School at Camrose.

It has been deemed wise this year to give prominence in the Report to special phases of school work which are commonly overlooked. In order that those interested may know what the Normal School is trying to do, a survey of the various departments has been made and an attempt made to set down the aims and purposes.

The Report will relate to the following topics:

- (a) Character and quality of instruction in the major subjects;
- (b) The constituency which the Normal School serves; (c) The Training Schools; (d) Staff and student activities; (e) Camrose men in Khaki; (f) Statistics.

CHARACTER AND QUALITY OF INSTRUCTION.

Frequently criticism is levelled at the Normal School for retaining on its curriculum such a subject as History of Education—not so much because this subject is regarded as being of no value but because of the brevity of the course and the great amount of work to be done. Recognizing that the students have very little time for a heavy reading course, this work has been so organized as to make it largely a lecture course, emphasizing great educational movements in their relationship to present practice. The course as now given aims to give the teachers-in-training certain criteria for testing educational faiths and practices. It also aims to trace the development of the elementary and

secondary schools to their present degree of efficiency; to indicate the close relationship between great educational movements and the progress of civilization and in the last place to point out the part played by the school-master in great world events. It will be generally admitted that if these aims can be realized, such a course should exercise in large measure a liberalizing influence on the student teachers.

MANAGEMENT.

The course in Class Management and School Organization is planned to meet the conditions existing in the one-roomed rural school. That it may be thoroughly practical the teachers-in-training are required to prepare applications to school boards for teaching positions, to execute contracts in the usual manner, to prepare timetables for schools of various sizes up to and including the full eight grades, to keep a register of an imaginary school and to complete the term return and such other forms as may be required by the Attendance and other Branches of the Department. Considerable time is spent in having the students organize the prescribed work of a grade for such units of time as a week, a month or a term. The course also includes the discussion of such problems as promotion, homework, caretaking, the physical well-being of the children—as seating, lighting and ventilation—supervised study and discipline. As time permits, lectures are given in rural sociology.

NATURE STUDY AND AGRICULTURE.

In Nature Study and Agriculture the work is of a four-fold nature—first, an endeavour to get a clear understanding of the function of these subjects as educational instruments and of the place they ought to occupy in a public school course; second, some practice in type exercises dealing with outstanding topics of the prescribed course; third, exposition of and practice in methods of teaching and organizing various parts of the course; fourth, a discussion and interpretation of the course of study, sources of information, and means of further growth on the part of the teacher.

The first is designed to broaden and deepen the students' understanding and outlook as educationists as to the possibilities of these subjects and their relationship to others. The second is intended largely to direct the thought and effort to doing things. These subjects are very frequently neglected because the teachers are afraid to undertake the investigation of problems on their own initiative. All too little time is available for this type of work, especially in view of the fact that a considerable number get through the elementary and secondary schools without doing much practical work and hence are not able either to manipulate materials or devise means to meet their needs. Reports from the schools indicate that considerable improvement is taking place in this respect everywhere. The third is intended to give a better understanding of suitable methods of dealing with the development of topics on the school course. These type studies are extended just as far as time will permit. The aim in the fourth is to enable the teachers-in-training to get their bearing as regards the requirements of the course as a whole and to direct their attention to means of further improvement while in service.

Closely correlated with the above is the course in Hygiene. An effort is made to impress on the students the great importance of this subject both from the personal as well as community standpoint.



Characteristic Country School Groups



Milk River Consolidated School

Emphasis is laid on the responsibility of the teacher for the conditions under which she works and the general supervision of the health of the pupils

VITAL GEOGRAPHY.

In Geography the work is largely devoted to the following: First, practical exercises by the students to illustrate the scope of the work and the need for having as a basis as much first-hand knowledge and experience as possible concerning their environment, and what is occurring in it; second, explanation and exposition of the treatment of type topics on the course and of the use of appliances; third, a study of the curriculum and the means whereby the teacher may further fit herself to deal with this work; fourth, the explanation and discussion of its nature, scope, value and of its relationship to other studies so that the teachers-in-training will see more fully that the study of Geography does not merely consist of a catalogue of facts regarding the earth, but aims also—

(a) To extend pupils' knowledge and experience to a fuller realization of what the earth is like, how it and agencies connected with it are related to living things, including mankind;

(b) To have pupils realize that the earth and what is on it form a living, progressive, developing organism of which mankind is the centre of interest;

(c) To improve through understanding the attitude of mind and of feelings of individuals and of races for each other, and hence enlarge and improve citizenship.

PRIMARY METHODS.

The course in Primary Methods covers the work of the first two years in the elementary school. Considerable time is spent in illustrating the methods to be adopted with beginners in the various subjects. For example, training in language commences the day the child enters the school in the form of conversation lessons on topics within the range of the child's experience. This is extended later to include language games for the correction of wrong forms of speech. The teachers-in-training thus learn how to develop in the beginners a vocabulary and a fluency in speaking as well as correct habits of speech. A full discussion is had of the various methods of teaching reading in the primary grades and the students are led to see the reasons for the selection of the method used in this province.

Nursery rhymes are used as illustrative material for early work in Literature. These, with other supplementary literature, are all made available for the students and selections are specially named to have these suited not only to the stage of development of the child but as closely related as possible to his experience. The students prepare stories for the story period and not only master a great deal of new material suitable for their own classes but get information on sources of supply. Games and rote singing play a large part in primary education today. Few courses in the school contain more material that can be actually used later in the teaching. The students are encouraged to use dramatization as a means of interpreting literature.

The most difficult subject offered in the Normal School in which to get results appears to be that of reading. It is felt that the training in the first four grades of the elementary school should give the pupil a mastery of the mechanics of this work—of reading as a tool, so

to speak. An effort is made to keep before the students the two principal aims in teaching reading—first, that the child shall acquire rapidly, readily and accurately the content of the paragraph of the page which he is reading; second, that in reading orally he shall have his voice so cultivated as to give pleasure to the listener and be able to give clear expression to the thought he is trying to interpret. A great deal of the time of the schools is wasted in oral reading. For this reason, an effort is being made to equip the teachers now being trained with a more scientific method of handling the subject.

HOUSEHOLD SCIENCE.

The Household Science Course centres about the noonday meal in rural schools. The theory of foods and food values is discussed. Lists are made of dishes suitable for preparation and serving under conditions which obtain in the rural school. Methods of preparation, time necessary and minimum equipment are also considered. Groups of students prepare these dishes and serve them to their classes that they may get the actual experience. In addition to the preparation and serving of the food, each student must keep a record of the quantities required for a special number of persons and of the cost of individual portions.

Two aims are uppermost in the course in Sewing—first, to familiarize the student with the common stitches, knitting, crocheting and mending. The articles for demonstration are such as would be found in any home and so would be obtainable in any school. Second, as a means of enriching the student's own experience problems are set in the making of simple articles from common materials at minimum cost. Costs and methods of making are discussed in class. The degree of difficulty and technique employed are carefully graded to suit the various classes.

SYSTEMATIC ENGLISH.

The average student arrives at Normal School with a very limited and vague knowledge of the English subjects. The work must therefore be divided into two parts: (1) the student must be provided with material which will enable him to teach the Course of Study; (2) he must have study and practice of methods. As the Course of Study does not mention Literature, an outline of material and subjects for study in each of the eight grades is suggested. Simple instruction in the elements of literature, rhythm, story structure, picture, speech music, character study, plot, diction, etc., is given. Students are required to keep books into which graded memorization and story material is copied from the selections placed daily upon the blackboards. The Readers (2, 3 and 4) are examined, lessons suitable for Literature are selected and their chief beauties enumerated. Methods of dealing with this material are suggested by description, discussion and by demonstrations. Lessons are taught classes of children in the presence of the students.

In Composition, also, the work has of necessity two sides: (1) the gathering of material which includes necessary instruction in the neglected or forgotten principles of Composition and the collection of pictures, objects and subjects suitable for oral and written work in the eight grades, and (2) methods which are outlined, described and then demonstrated before the class.

In Grammar it is found necessary to devote considerable time to outlining and summarizing the subject matter. The chief aim, this year, has been to cut the subject matter to the bare essentials; to drill the students in those essentials; to plead for a closer correlation with speech and written composition, greater thoroughness in methods, and finally to describe and demonstrate simple methods of handling a subject which ought to be by reason of its definiteness and limited range, the easiest of all public school subjects to teach.

ART AND MANUAL TRAINING.

Art as a subject of instruction received about thirty periods of fifty minutes each. Each period is used in part for instruction purposes, part for the demonstration as to a grade in school and discussion of method, and part for the suggestion of seat work growing out of the problem then being treated. The course is divided approximately as follows: Pencil, ten lessons; crayons, five; water colour, eight; India ink and Japanese brush, four; charcoal, three; stick printing, two. In certain of the lessons, several of the mediums will be used. The importance of method is always kept before the class. The work is so organized that the time of the student required in the course outside the class period will not exceed one hour per week. Suitable attention is also given the subject of picture study.

During the year it was next to impossible to secure many of the mediums commonly used in the course in Elementary Manual Arts. This, of course, meant that such materials would not be available for rural school use at all. As a consequence, this course was remodelled in such a way as to extend and amplify the uses to which the more common materials could be put. All problems are closely linked up with other subjects of the course. For instance, plasticine may be used for illustration work in Geography in making relief maps and any kind of outline required. History scenes and nursery rhymes may be illustrated with cut paper. Such work gives an opportunity for the exercise of imagination as well as clever manipulation of materials. Special care is taken in working out materials which require little or no supervision. These will be suitable for seat work in any type of school.

For such work as has been given this year, little equipment beyond a ruler and scissors is required. Students are taught to make their own paste. They work out definite problems for each grade and in class discussion an effort is made to have the students themselves suggest others. All work is done during the class period. The only outside work required is that students familiarize themselves with certain books on this subject.

THE APPLICATION OF PSYCHOLOGY.

The course in Psychology is intended to introduce the students to the science underlying the art of teaching. The short term and the youthfulness of the students make it impossible to give more than a hasty glance at the more outstanding features of the subject. The main object kept in view in the lectures is to give the students an acquaintance with the laws of learning and with the application of these laws to the actual work of the classroom. Only important topics are dealt with in class, each topic being thoroughly illustrated with examples from everyday life and from school work. The students then consult the text-book on the same topics and are encouraged to discuss them at the next lecture period.

In this way a fair proportion of the teachers-in-training come to realize that teaching need not be a haphazard proceeding, but may conform to as scientific laws as does the practice of medicine. They also get a more or less usable knowledge of the laws involved in their work and of their application in the actual conduct of the school.

MATHEMATICS.

The Mathematical subjects have long occupied a prominent place on school curricula. In the last few years, however, a marked change has occurred in the nature of the course suggested, especially in Arithmetic. Little by little added emphasis has been laid on the practical side until now we are in danger of going too far in this direction.

The Normal School course aims at enabling the students to make an intelligent selection of material that will serve both practical and cultural ends. Attention is also called to the fact that cultural results come more from method than from matter used, hence the emphasis is laid on method. The Public School course is covered in a course of lectures outlining several methods of presenting the main topics. Students are also required from time to time to present topics to classes of children after observing the lecturer present the same topics. Special emphasis is laid on the teaching of the simple rules and interesting means are suggested for thoroughly habituating these processes so as to secure accuracy and speed in their use. During the term one or two lectures are given on the recent scientific experiments and tests in Arithmetic, and students are shown the bearing of results on the school work.

The subject of Mathematics lends itself to a definite, logical and thorough treatment, so that it is possible in the short term to give the teachers-in-training a fairly clear idea of what to teach in the Public School and how to teach it. Better results, however, would be possible if there were time to go over the subject matter at the beginning of the term to make the facts and processes perfectly clear to the students themselves. Additional time is also required to admit of an adequate treatment of Elementary Algebra and Geometry.

HISTORY AND CIVICS.

The subject of History is approached from the guidance side; that is, as a means of instilling in the minds of the boys and girls principles that will guide them in their duties as citizens. Some attention is given to the subject matter to show how it lends itself to such treatment. The students prepare and teach historical stories suitable for the junior grades. They are assisted in the analysis of a period of history and are shown how to present this to intermediate classes. Finally, they are guided in the working out of various topics suitable for senior pupils, and observe and practice the presentation of a few of these to classes from the Training Department. Later in the term all students teach in the regular classes.

Civics is treated from the social rather than from the formal side. This plan begins by developing such basic principles as division of labour, co-operation, law, officials, etc., from the child's experience at home and at school. These ideas are then expanded and illustrated so as to show the need and nature of government in the School District, the Local Improvement District, the Municipality, etc. At every step the emphasis is placed on the privileges and responsibilities of



From the Teacher's Camera

the individual citizen and his relation to the group, rather than on the machinery used. Present institutions are viewed as solutions to social problems and as tools to be used for further progress.

The work of this department is handicapped by the hazy and disjointed nature of the students' knowledge of the facts of History and Civics. Two solutions suggest themselves: (1) That prospective teachers be required to take in their graduation year in the High School all the subjects they will be expected to teach; (2) That the Normal School term be lengthened to permit the teachers-in-training to review the school subjects from the teacher's standpoint.

THE NORMAL SCHOOL CONSTITUENCY.

Of the one hundred and twenty-four students who received certificates during the year, all but five began work in the rural schools of the province. This percentage would probably hold for any year. The specific task of the Normal School, then, is the preparation of teachers for rural schools. About forty per cent. of these students come from the cities and towns of the province. Most of these have never lived in the country nor have seen the inside of a rural school. The Normal School regards as one of its most important functions the training these people in such a way that they may adapt themselves to rural conditions and be happy in doing so. The courses definitely aim to prepare students for the physical and social conditions which they will find in the country and to suggest means for bettering those conditions in such a way as to make life on the farm permanently satisfying to intelligent, progressive people.

The work of the rural teacher is a great field of service. It is not fair to send teachers out to work in the country if they do not first understand the conditions they will meet. Teachers have to be made to see that there are many things found only in the country which compensate a thousand times for the small inconveniences which they suffer and the lack of city amusements. The Normal School aims to discover to the teachers resources within themselves which will enable them to do efficient work in the country.

DIFFICULTIES.

Leadership in social and educational life in the country has been lacking. Through rural life conferences, lectures by rural leaders and farm specialists, the Normal School attempts to make clear the problems with which the rural teachers must grapple. Reports from Inspectors and School Boards go to show that in many instances leadership of a very high order is being inspired by this work. Rural teachers must lead first of all in a better way of teaching. Instead of teaching in such a way as to glorify other occupations and fields of service they must make the girls and boys realize the full, rich possibilities of life on the farm. They must make the school a social centre by first socializing the school itself and then extend their influence to the community generally by leading in such organizations as are best adapted to the needs of the community. The Normal School which does its full duty must inspire its graduates to the successful rendering of this service.

There is still considerable complaint on the part of School Boards that teachers remain in the rural schools in most cases but one term and seldom longer than a year. Investigation of this question from the experience of many teachers leads one to the conclusion that the

Boards should bear the greater part of the blame for these conditions themselves. Very rarely does a Board offer special inducements for securing the services of an experienced teacher and the Normal School has yet to get a letter from a Board in which a definite schedule of salary for a term of years of satisfactory service is given. An inexperienced teacher goes from the Normal School to the average district at \$800.00 per year. At the end of that time she feels that she is a better teacher and should command a higher salary. The Board on the other hand feels that the salary is as good as it has ever paid and as good as the average and so allows a good teacher to slip away. Thus the teacher gets the habit of wandering and the Board prepares for the advent of another undeveloped teacher. Nothing approaching permanency of tenure will be achieved until School Boards can be induced to recognize in a financial way continued satisfactory service.

As suggested in the 1915 Report, the greatest weakness in our work as at present organized is the lack of facilities for practice work under rural school conditions. The situations which the students face in the training schools with one grade in a room are entirely different from the rural school with, it may be, seven classes to provide seat work for while teaching the eighth. Since no feasible scheme for securing the practice facilities has yet presented itself, the Staff has under consideration the grouping of children from various grades into one room at different times for demonstration purposes. The aim of this would be to illustrate such things as organization, desirable seat work and teaching under conditions such as obtain in country schools. Several members of the Staff have taught in rural schools and are ready to undertake such a demonstration.

A committee is investigating a grouping of the grades in such a way as to have the school operate on a three or four division plan. This has been adopted with success in some progressive rural school systems and might work out successfully here, it is thought.

THE TRAINING SCHOOL.

At the beginning of the year the Training Department of the Normal School opened with a record attendance of 307, necessitating the opening of a ninth department. Miss E. M. Armstrong, an experienced teacher in Medicine Hat, was secured to take charge of the extra room. At midsummer Miss Eva G. Crofts, who for three years had rendered excellent service in the Primary Department, resigned and was succeeded by Miss Yvonne Le Blanc, formerly of the Normal Practice School at Calgary. Throughout the year the heavy attendance continued and despite the fact that a considerable number of pupils have left the vicinity there were 312 in actual attendance during the month of December, while the total enrolment for the year was 424. Present indications are that after the opening of the new year even this number will be considerably increased.

An attempt has been made during the year to adjust the grading of the school in such a way as to best meet the needs of the pupils.

Retarded and over-age children have been given every opportunity for advancement and the members of the Staff without exception have been most willing to co-operate in this regard. The age grade table worked out for the second term on October 1st shows a 58.44 percentage of pupils of normal age for the grade while the percentage of retarded pupils was 32.10 and of accelerated pupils 9.46. The

small percentage of acceleration was due largely to the readjustment necessitated by the increase in attendance at the beginning of the year.

Special attention was given this year to the school gardens, not only by the pupils but by the Staff of the Normal and Training Schools as well. The dimensions of the garden were considerably increased over last year, it being 230 feet in length and 120 feet in width. Each pupil in the grades from I to VI had a plot of his own and was responsible for its planting and care. In the Fall he was allowed to take home such produce as he had grown himself. Grades VII and VIII used their plots for commercial purposes and for experimentation in the raising and transplanting of perennial flowers. In addition to this, a section of the garden was set aside for a Domestic Science plot and another for the purpose of establishing a nursery. The growing trees, seedlings and cuttings made remarkable progress in their first season. The ground taken up by last year's garden was utilized for the growing of potatoes and an unusually good crop was harvested in the early Fall.

GRADES I TO VIII
AGE, GRADE AND SEX CLASSIFICATION OF PUPILS
TRAINING DEPARTMENT, CAMROSE NORMAL SCHOOL.
October, 1917.

		Ages												
Grades		6	7	8	9	10	11	12	13	14	15	16	Totals	
1	Boys	15	12	8			1						Boys	36
	Girls	8	11	7	2								Girls	28
	Total	23	23	15	2		1						Total	64
2	Boys		3	10	4	3		1					Boys	21
	Girls		4	5	1	2	1						Girls	13
	Total		7	15	5	5	1	1					Total	34
3	Boys			3	9	2	6	1	1				Boys	22
	Girls			3	5	6	1	1					Girls	16
	Total			6	14	8	7	2	1				Total	38
4	Boys			2	5	5	1	1	1				Boys	15
	Girls			5	5	3	1	1	1		1		Girls	16
	Total			7	10	8	2	1	2		1		Total	31
5	Boys				2	6	2	4	2				Boys	16
	Girls			1	4	4	5	1	1				Girls	16
	Total			1	6	10	7	5	3				Total	32
6	Boys					1	2	6	4	1	1		Boys	15
	Girls					3	4	5	2	4			Girls	18
	Total					4	6	11	6	5	1		Total	33
7	Boys					1	4	4	3	3	1		Boys	16
	Girls						3	5	5	5	1	1	Girls	20
	Total					1	7	9	8	8	2	1	Total	36
8	Boys							2	1	5	3		Boys	9
	Girls							2	4	6	5	2	Girls	19
	Total							2	5	11	8	2	Total	28
Totals		23	30	44	37	36	31	31	25	24	12	3	296	

		Grades									
		1	2	3	4	5	6	7	8	Totals	
Number Accelerated					7	7	4	8	2	28	
" Normal		46	22	20	18	17	17	17	16	173	
" Retarded		18	12	18	6	8	12	11	10	95	
Per cent. Accelerated					22.58	21.87	12.12	22.22	7.14	9.46	
" Normal		67.65	64.71	52.64	58.06	53.12	51.51	47.22	57.14	58.44	
" Retarded		32.35	35.29	47.36	29.36	25.01	36.37	30.56	35.72	32.10	

CO-OPERATION WITH HIGH SCHOOL

The Normal School makes use of the various classes of the High School for training purposes. At present this school is very comfortably housed in a large brick building located near the centre of the town. Three of the rooms are used as ordinary class rooms for teaching purposes; another is used as a library for the students and a fifth is fitted up for experimental work in connection with the courses in Agriculture and school gardens. It is expected that an additional room and teacher will be required in 1918 to provide for the rapidly increasing attendance.

More than fifty per cent. of the students are from outside points. Frequently parents with children in Grades X, XI, and XII move to Camrose that these students may complete the High School course and later attend the Normal School. In most cases, however, the students board in homes in the town.

Such special subjects as Art, Manual Training and Household Science are taught by members of the Normal Staff and three rooms of the Normal School fully equipped with gas, water, electricity and the latest chemical and physical apparatus are entirely at the disposal of the Science Master and his students.

An athletic field equipped for tennis, basket ball, baseball and football as well as a school garden was planted, cared for and harvested by the students during the year. Use is made of the Normal School gymnasium both summer and winter, but for various reasons it has not been possible to arrange games with outside teams. The local skating rink company generously put the rink at the disposal of the pupils for daily hockey practice. Both girls and boys have good teams.

During the year several changes in staff occurred. Miss D. M. Ripley resigned the Principalship and returned to the East. J. W. Forde of Vegreville succeeded to this position. R. G. Powell resigned to take up farming. Miss M. P. Irving of Edmonton makes the third member of the staff. An additional teacher will simplify administrative problems a great deal and in every way make for a more efficient school.

STAFF AND STUDENT ACTIVITIES.

At the close of the Spring term, Mr. Sansom, who had been a member of the staff of the Normal School for two years, was transferred to Calgary. His place was taken by Inspector W. A. Stickle of Red Deer, who is a graduate student in education in Columbia University. In August Miss Dickie, who had been doing graduate work at Oxford University, returned to Camrose and her work in the Normal School. During Miss Dickie's absence the work of the English Department was carried on by Miss C. W. Dyde of Edmonton.

Miss Margaret Stewart, of the Household Arts Department, was granted leave of absence early in the year to return to the University of Chicago where she was granted the degree of Bachelor of Philosophy.

Certain features of the regular work of the Normal School received special emphasis during the year. The Glee Club undertook to specialize in chorus singing—using folk songs, patriotic and college songs and popular music generally. This was done with the idea of equipping the students for the organization of groups for community singing in the country. Considerable attention has been given dramatization in the training school and amateur dramatics in the Normal

School. Graduates report that nothing interests the young people of the communities where they teach so greatly as the production of a play. It is hoped that the students leaving the Normal School may be in a position to lead in the organization of such dramatic societies and furnish definite information as to suitable plays and where they may be obtained.

The annual reunion of the staff and graduates of the Normal School took place in Calgary in connection with the Easter Convention. More than two hundred were in attendance. The programme consisted of addresses, greetings from Camrose men overseas, songs and class yells. Geo. K. Haverstock of the Victoria High School presided. The Minister of Education was represented by Chief Inspector Ross. Mr. Ross congratulated the graduates on their enterprise and loyalty to their school. A permanent alumni association was organized, with Geo. K. Sheane of Tofield as president, for 1917-18 and A. Everett Might, Secretary. The next meeting will be held in Edmonton on Wednesday, April 3, 1918.

CONVENTIONS.

For the first time a Convention of Teachers met in the Assembly Hall of the Normal School, Camrose, during the latter part of October. More than one hundred and fifty were in attendance, more than one half of whom were graduates of the Normal School.

The programme was largely made up of demonstrations in various kinds of school work.

A profitable conference on the needs of rural schools was conducted by Inspector Scott and addresses were delivered by the Principal of the Normal School and Superintendent MacDonald of the Department of Neglected Children and Principal Dyde of Robertson College.

Members of the staff of the school have given assistance at district conventions during the year.

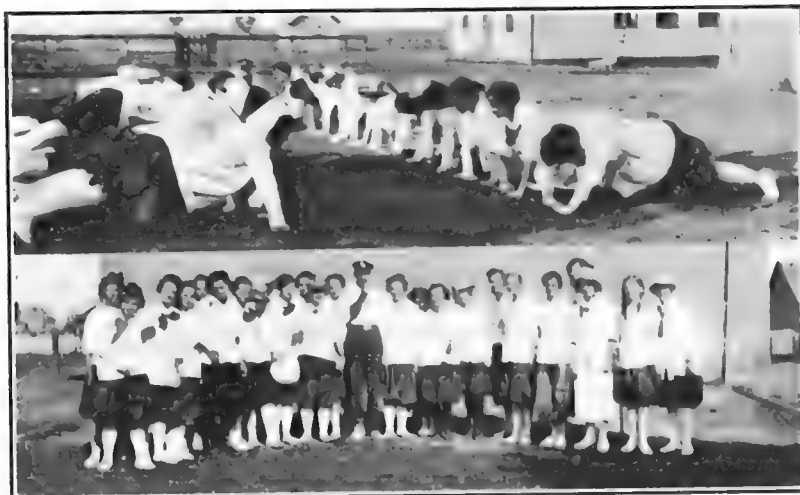
CAMROSE MEN IN KHAKI.

The year has been marked by many casualties in the ranks of Normal representatives overseas as well as splendid service on the part of these and their comrades. Lance Corporal Ralph M. Gibson, for three years Principal of the Training Department, was killed at Vimy Ridge on the ninth of April. Lance Corporal Gibson went overseas with the P.P.C.L.I. and continued with this unit until his death at Vimy Ridge.

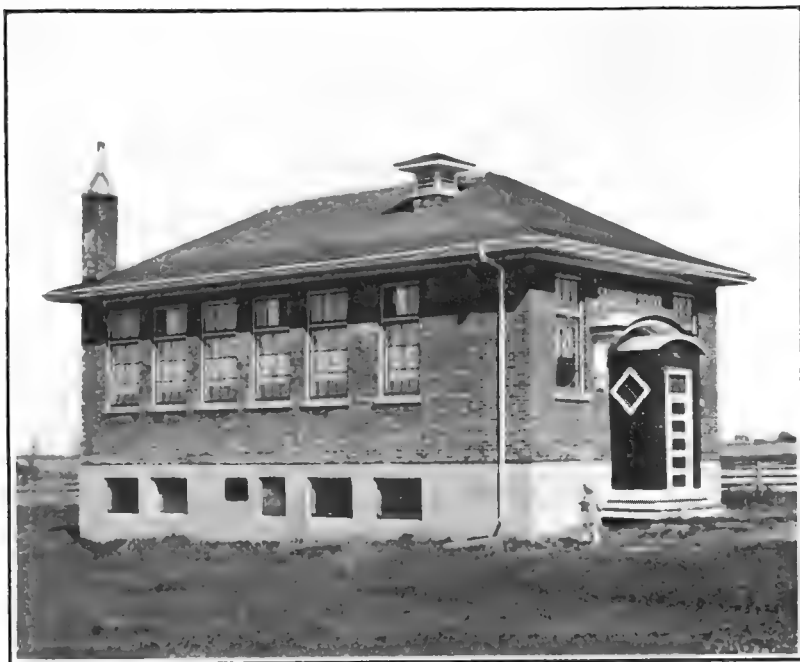
Pte. Geo. W. Cochrane was a member of the first class trained in the present building. He joined the 196th Battalion in Manitoba. He also was wounded at Vimy Ridge and later died of these wounds in England.

In the early summer Ptes. M. N. Lyle and P. W. Jakeman of the 196th Battalion were killed in action at Messines. Pte. Lyle belonged to the Spring Term of 1916 and Pte. Jakeman to the Spring class of the preceding year. Later in the year Pte. E. McConaughy, Spring '14, Pte. J. E. Lees and Walter Jones, Fall '15, were all killed in action. Pte. McConaughy went overseas with the 194th Battalion. Pte. Lees and Pte. Jones were both members of the 196th and both were killed before Lens in September.

Flight Lt. H. T. Noble, Spring 1915, enlisted with the artillery in 1915 and was later transferred to the C.A.M.C. After taking part in several engagements he won the Military Medal on the Somme and in



Physical Betterment for Girls



West Salisbury District School

May joined the Royal Flying Corps. While engaged in patrol duty on September 28th, his machine was hit and came down out of control inside our own lines. Both he and the pilot were killed.

Pte. J. W. Scarborough, a graduate of the Calgary Normal School who completed his work here in 1915, went overseas with the 196th. He was killed in action at Paschendaele Ridge.

Lieut. Emery Van Patten, who had received the greater part of his education in the Camrose Schools and later taught in the training School, enlisted with the 138th Battalion and was given a commission. Early in the year he was severely wounded and returned to England. Later he rejoined his regiment in France. On the 28th of October he was killed in action at Paschendaele.

In these men the Dominion of Canada has lost ten most promising citizens: virile men, well educated, of the highest character and men whose contribution to the life of the country in normal times would have been very great. The teaching profession has suffered great loss and the Normal School ten of its most gifted and loyal graduates. They are held in loving and grateful remembrance.

The following men have been wounded and are either in hospital in England or have rejoined their regiments: Pte. R. R. Annett, spring, 1915; Pte. F. L. Bickford, fall, 1915; Pte. W. W. Bell, spring, 1915; Lieut. R. P. Clark, spring, 1915; Pte. J. A. Davies, spring, 1915; Pte. W. J. Gillespie, fall, 1915; Pte. G. A. Hoover, fall, 1913; Pte. J. C. Springbett, spring, 1916.

Wounded.—The following, either through wounds or illness, have been pronounced unfit for further service abroad and so have been returned to Canada: Pte. A. G. Baker, Fall '15, wounded at Vimy Ridge; Sig. H. M. Ford; Pte. J. W. Lang, Spring '14, wounded in the battle of the Somme; Pte. Kenneth Keill, Fall '15; Pte. A. D. Murray, Fall '14; Corp. C. G. Sarjeant, Fall '15; Pte. H. M. Stephens, Spring '16; Pte. W. R. Wells, Spring '15.

Pte. R. W. Bradley, Spring 1914, has been a prisoner of war in Germany for more than a year. Pte. L. L. Piercy, Spring 1916, has been missing since October of this year.

Flight Commander A. M. Shook, Fall '13, enlisted in the R.F.C. shortly after the beginning of the war. So successful has he been that he has been promoted several times until now he commands his own squadron. He has been twice decorated—once by the French government for conspicuous work in connection with a raid on Zeebrugge. On this occasion he received the Croix de Guerre. Later he received the D.S.C. from King George. In November, Flight Commander Shook enjoyed a furlough in Canada. He has since returned to the front.

Honours. Flight Lieutenant Harold Noble, Spring 1915, was granted the Military Medal for service in the field in the battle of the Somme.

Pte. J. W. Gillespie, Fall 1915, who was wounded in this battle, also was granted his commission on his recovery in recognition of his gallant conduct.

Lieut. F. J. W. Fane, Fall '15, was wounded in the fierce fighting before Lens in August last. He was first wounded in the legs, and although unable to stand, insisted on being put upon the parapet

with a rifle in his hands. He thus carried on until wounded in the head and arms. He has since been decorated with the Military Cross.

STATISTICS.

The attendance at the Camrose Normal School for the year 1917 was very small—one hundred and twenty-six students in all being enrolled for the two sessions. The falling off at the first session was not great. In the second session, however, fewer students were in attendance than at any time since the second term of this school's existence. The attendance of men nearly reached the vanishing point. The following table shows the distribution of the students by sex and classes.

ATTENDANCE FOR 1917.

	Men	Women	Total	Men	Women	Total	Total
First Session	16	12	28	13	42	55	83
Second Session		8	8	3	32	35	43
			36			90	126

Thirty-five students were recommended for interim certificates of the first class, seventy-eight for certificates of the second class and twelve for temporary certificates of the third class. One student was compelled to retire from the course because of ill health. Nine students returned in December to complete their practical work. In most cases considerable improvement had been made.

Table II will show the distribution of the students and the academic standing.

Table III will show certificates granted. This includes nine additional students who completed their work during the year and were granted interim second class certificates.

TABLE II

	Grade XII. equivalent	Under- graduates	Graduates	Grade XI equivalent	Matriculation	Totals
United States			2	4		6
New Brunswick	1		1			2
United Kingdom						
Alberta.....	25		2	71	2	100
Saskatchewan				2		2
Manitoba		1		1		2
Ontario	1		2	8	1	12
Quebec.....				1		1
Nova Scotia				1		1
British Columbia						
P.E. Island						
	27	1	7	88	3	126

TABLE III

SHOWING CERTIFICATES GRANTED DURING THE YEAR, INCLUDING NINE STUDENTS WHO COMPLETED THEIR WORK DURING THE YEAR.

	First Class Interim	Second Class Interim	Third Class	With- drew
First Session.	28	49	5	1
Second Session	7	28	6	1
Second Session		9		

I have the honour to be, Sir,

Your obedient servant,

G. FRED. McNALLY,

Principal.

SUMMER SCHOOL FOR TEACHERS. 1917

REPORT OF DR. JAMES C. MILLER, DIRECTOR.

From the point of view of attendance the Session of the Summer School for Teachers held in 1917 was well up to standard. It is gratifying to be able to report, also, that in the judgment of the Staff, the quality of the work done by the students was superior to that of former sessions. The enrolment was over three hundred, and the professional zeal, social and patriotic spirit displayed by both students and staff are worthy of high praise. The student organizations for recreation, sociability and patriotic service were all effectively organized during the first four days of the session and contributed much toward making the session a success. The Glee Club and the Orchestra were organized this year for the first time, and had the privilege of entertaining not only their fellow students, but also the returned soldiers in the Military Hospital and the Convalescent Home. The Red Cross Circle formed by the students raised over \$400.00 in cash for the purposes of the Society, besides contributing much in the form of needed articles.

The success of the Summer School in stimulating and fostering the professional improvement of the teachers within the limits of the program undertaken, suggests most forcibly that its program should be extended to include a wider range of work. For several years many teachers have asked for special courses in Primary Work and in Music. It is respectfully urged that their request be granted, and that well organized courses in these fields be offered next year. Much could be done, also, if opportunity were given to second class teachers to advance their standing in general scholarship. A system of instruction by correspondence coupled with instruction at the Summer School, especially in the Languages and the Science subjects, would open the gate to improvement in scholarship to a large number of the teachers of the Province.

The distribution of the enrolment among the various subjects of instruction offered for each of the past five years, as well as the accumulated results of the five years in each case, is indicated in the following table.

Subject of Instruction	Number of Teachers Receiving Credit					
	1913	1914	1915	1916	1917	Total
Agriculture and Gardening...	77	136	147	119	83	562
Nature Study.....	36	65	104	112	72	389
Art Methods.....	25	33	53	71	58	240
Household Science.....	17	39	55	51	47	209
Dietetics.....	17	35	55	51	47	205
Drawing and Painting ..	19	38	36	57	35	185
Elementary Manual Arts	15	50	35	21	21	142
Design.....		11	42	45	37	135
Folk Dancing.....		2	43	46	35	126
Physical Training.....	3	2	40	31	37	116
Household Management			32	41	24	97
Mechanical Drawing			40	36	19	95
Household Art...		11	25	28	27	91
First Aid.....				40	32	72
Elementary Woodwork	6	17	22	13	9	67
Penmanship			30	22	12	64
Methods in Teaching Botany ..			32	9	10	51
Methods in Teaching Zoology...			32	9	10	51
Home Nursing				6	34	40
Normal Class for British and American Teachers.....					24	24
Methods in Teaching Physics ..				13		13
Methods in Teaching Chemistry				11		11

A comparative statement of the cost to the Department of Education of providing the Summer School for Teachers during the past five years is as follows:

Year	Number Receiving Credit	Total Cost of Session	Cost per Student	Cost per Student per Hour
1913	80	\$2,893.08	\$36.16	26c
1914	167	3,999.61	23.95	17c
1915	310	5,689.72	18.35	13c
1916	320	7,345.18	22.95	17c
1917	303	7,877.13	25.99	

In considering this table of costs, it should be noted that the "total cost of session" represents the total of all expenditures made by the Department of Education, which are chargeable to the Summer School for Teachers. It includes salaries for instructors, transportation for students and staff, equipment, supplies and miscellaneous expenses. The very marked reduction in the cost per student in 1914 as compared with that of 1913 was due to the fact that to offer a variety of instruction practically the same staff is needed for a few students as for a considerable number, even if no greater range of work be undertaken. The further reduction in cost per student shown in 1915 was due almost wholly to the fact that the Director and those members of the staff who belonged to the staffs of institutions under the control of the Provincial Government were required to give their

services at the Summer School without special remuneration for the extra service involved. In 1916 the number on the staff in receipt of salary was greater than in 1915, and the purchases of equipment were more extensive. The relative increase in cost in the year 1917 was due to the purchase of special equipment for the courses in Science, and to the fact that an expense allowance was provided for instructors serving on the staff without salary.

The courses in each of the fields of work are planned on the basis of attendance for two summers. Certificates of credit are issued each year for each course completed successfully. If the required group of junior and senior courses in a given field be completed successfully by a teacher, she is entitled to a special elementary certificate of competency in the field of work selected. As there have been five sessions of the Summer School, a considerable number of teachers have qualified for these special certificates.

For the Special Certificate in Elementary Science the following is required:

Nature Study I.	44 periods, 90 minutes each; total, 66 hours
Agriculture I.	22 periods, 90 minutes each; total, 33 hours
Nature Study II	44 periods, 90 minutes each; total, 66 hours
Agriculture II.	44 periods, 90 minutes each; total, 66 hours

Up to the close of the session of the Summer School in 1917 the following teachers had qualified for the special certificate in Elementary Science:

1. F. W. Addison	38. Connell D. Kelly
2. Katherine M. Aylott	39. Charles King
3. Isaac A. Brian	40. Daniel Magennis
4. Miss M. Brydon	41. J. H. North
5. Isabella Caie	42. Clara B. Pattullo
6. R. Utah Cain	43. Preston Ramsey
7. William Costello	44. Amy M. Ramsey
8. Elizabeth Cuming	45. J. P. Renaud
9. Thomas Clark	46. Sr. C. Rouillard
10. J. M. Faulder	47. Thos. Richards
11. Ada Flack	48. Struna Sigurdson
12. Nellie M. Garrard	49. Mrs. L. A. Stebbings
13. Hilda B. Goodman	50. Leo Driscoll
14. D. J. Gallagher	51. Estella Alton
15. Ella Gudmundson	52. Myrtle McNevin
16. Johanna Gudmundson	53. Wm. C. Frickelton
17. David Hunter	54. Mary Ethel Rogers
18. Sylvia Laughlin	55. Julia A. D. Huber
19. Annie L. Meikle	56. Annie V. Milloy
20. J. P. McElency	57. Nettie A. Svenson
21. Miss M. W. McSkimming	58. James McCorry
22. Miss E. J. McArthur	59. Claude Laws
23. Adele L. Philp	60. Georgina A. Philp
24. K. E. Purdy	61. Ardis R. Cain
25. F. M. Riches	62. Pauline U. Cain
26. Alex Rankin	63. Clara G. Leake
27. Harry F. Robins	64. Mary C. Kidd
28. Kenneth Smith	65. Annie W. Atkins
29. A. V. Turner	66. John Kelly
30. J. W. Verge	67. Clara Mae Schroter
31. Eva Winfield	68. Anne Kennedy
32. Edna Abercrombie	69. John Chas. Tonks
33. Nellie Botsford	70. Edith L. Dowler
34. Norma Chittick	71. Mrs. C. Hamer-Jackson
35. Leonard L. Connar	72. Daniel D. Hurst
36. Grace Guthrie	73. Arol Faulkner
37. C. E. Hendrickson	

For the Special Certificate in Elementary Household Arts the following is required:

Household Science I.....	22 periods, 90 minutes—33 hours
Dietetics I.....	22 periods, 90 minutes—33 hours
Household Arts I.....	22 periods, 90 minutes—33 hours
Household Management I.....	22 periods, 90 minutes—33 hours
Household Science II.....	22 periods, 90 minutes—33 hours
Dietetics II.....	22 periods, 90 minutes—33 hours
Household Arts II.....	22 periods, 90 minutes—33 hours
Household Management II.....	22 periods, 90 minutes—33 hours

Up to the close of the Session of the Summer School in 1917 the following teachers had qualified for the special certificate in Elementary Household Arts:

1. Hannah E. Banton	13. Christy A. Smith
2. Isabella Caie	14. Maud Downing
3. Elsie E. Cook	15. Mrs. Sylvia Gidman
4. Elizabeth Cuming	16. Alma Lyseng
5. Jorgine Hendrickson	17. Jessie E. Ross
6. Minnie Kinna	18. Christine McInnis
7. Gladys McCole	19. Jean E. McClellan
8. Gertrude M. Perry	20. Margaret L. Hill
9. Miss P. A. Spicer	21. Annie M. Ross
10. Dora M. Talbot	22. Luella Roth
11. Miss M. Walton	23. Ina Birdsell
12. Josephine M. Scanlon	24. Mary McEachern
	25. Jean A. Topp

For the special certificate in Elementary Art the following is required:

Design I.....	22 periods, 90 minutes—33 hours
Drawing and Painting I.....	22 periods, 90 minutes—33 hours
Art Methods I.....	22 periods, 90 minutes—33 hours
Design II.....	22 periods, 90 minutes—33 hours
Drawing and Painting II.....	22 periods, 90 minutes—33 hours
Art Methods II.....	22 periods, 90 minutes—33 hours

Up to the close of the Session of the Summer School in 1917, the following teachers had qualified for the special certificate in Elementary Art:

1. Miss L. Duke	7. Adele L. Philp
2. Beryl Nimmons	8. Nellie L. Flack
3. Gertrude E. Cutler	9. Helen G. Murphy
4. Nellie M. Garrard	10. Olive A. I. Orr
5. Hilda B. Goodman	11. R. W. Stephenson
6. Arol Faulkner	

For the special certificate in Elementary Manual Arts the following is required:

Elementary Manual Arts I.....	44 periods, 90 minutes—66 hours
Design I.....	22 periods, 90 minutes—33 hours
Mechanical Drawing I.....	22 periods, 90 minutes—33 hours
Elementary Manual Arts II.....	22 periods, 90 minutes—33 hours
Cardboard Construction.....	22 periods, 90 minutes—33 hours
Methods in Elementary Manual Arts.....	22 periods, 90 minutes—33 hours

Up to the close of the Session of the Summer School in 1917 the following teachers had qualified for the special certificate in Elementary Manual Arts:

1. Lillian Berry	4. Hilda B. Goodman
2. Olivia Greer	5. Nellie M. Garrard
3. Alfred C. Russell	

For the special certificate in Elementary Woodwork the following is required:

Elementary Woodwork I.	44 periods, 90 minutes—66 hours
Design I.	22 periods, 90 minutes—33 hours
Mechanical Drawing I.	22 periods, 90 minutes—33 hours
Woodwork II.	44 periods, 90 minutes—66 hours
Mechanical Drawing II.	22 periods, 90 minutes—33 hours
Methods in Elementary Woodwork	22 periods, 90 minutes—33 hours

Up to the close of the Session of the Summer School in 1917 the following teachers had qualified for the special certificate in Elementary Woodwork:

- | | |
|-------------------|----------------------|
| 1. G. A. Bishop | 4. George D. Martin |
| 2. Archie Robbins | 5. William Hall Todd |
| 3. J. W. Verge | 6. T. O. W. Fowler |

The teachers who hold one or other of the above mentioned certificates are in a position not only to teach the general subjects of the school course successfully, but also to strengthen in a definite and effective manner the instruction in the subjects in which they have taken special training. By a wise selection of staff a local School Board employing a number of teachers can have at least one of them holding special qualifications in each of the special subjects. By co-operation and exchange of classes for these subjects, all the children in the school will receive the benefit of the special training of each of the teachers. By increasing the number of teachers having such special qualifications the Department of Education expects to make it easier from year to year for School Boards to secure teachers of this type.

I have the honor to be, Sir,

Your obedient servant,

JAMES C. MILLER.

Director, Summer School for Teachers.

REPORTS OF INSPECTORS

**REPORT OF P. H. THIBAUDEAU, B.A.
STETTLER INSPECTORATE.**

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alta.

SIR,-- I have the honour to submit for your consideration the following report on the condition of Education in the Stettler Inspectorate for the year 1917.

This inspectorate lies within a radius of about twenty-five to forty miles of the Town of Stettler. It extends from Tees on the west to Halkirk on the east, and from Edberg on the north to Morrin on the south. It contains one hundred and thirty-five ungraded schools and twenty rooms in graded schools. Five new districts were organized during the year, but no new town departments were added. The unorganized territory left would make about ten school districts.

Only six school districts of the inspectorate did not operate school at all. Of these three were not formed in time to get their school houses built; one had only two children, who attended school in an adjoining district; and the other two districts have not yet built school houses owing to unsettled boundaries. Of the districts operating, only a few fell short of two hundred teaching days.

More provisional certificates than usual had to be issued in order to have the schools in operation. During the first term there were eleven teachers working under permit in the inspectorate; during the second, nineteen. Fourteen of these were young students who had just passed their Grade XI examination who proposed attending Normal School during the first term of 1918.

One consolidated district, that of Mirror, was formed during the year. This makes three for the inspectorate, viz., Alix No. 12, Gadsby No. 21, and Mirror No. 31. In the territory south and west of the Red Deer River, which belonged to the Stettler Inspectorate in the first half of the year, four consolidated districts were organized, with centres at Delburne, Lousana, Elnora and Ardley. This territory was transferred to the Red Deer Inspectorate because it is more easily reached from Red Deer than from Stettler. This makes a series of six consolidations on the Grand Trunk Pacific Railway, viz., Mirror, Alix, Great Bend (Ardley), Delburne, Lousana and Elnora.

A greater number of school gardens were put in than in the preceding year, but on account of the month of June being very dry, they were not a success.

Many schools installed large ventilating heaters which will ensure the comfort of the children. In poorly constructed schools heated by unjacketed stoves the children near the stove are too warm, while those at a distance are too cold.

We celebrated the semi-centennial of Confederation by a big field day of sports and games for the school children on Monday, July 2nd. The competitions were keen. Over five hundred adults were present.

We held our Fifth Annual Convention of the teachers of the inspectorate on the fifth and sixth of October, being the Thursday and Friday preceding Thanksgiving Day. Sixty-five teachers attended. This was a good showing, as the teachers on the Grand Trunk Pacific part of the inspectorate, by arrangement, attended the joint convention at Camrose. Mr. Samson, of the Calgary Normal School staff, gave three very helpful and scholarly addresses; two to the teachers, one on History, Grades VII and VIII, the other on Arithmetic and Mental Discipline. His third address was given in the evening on "The War in the Balkans." Mrs. Geo. F. Root gave an inspiring address on "Self-help in Rural Schools," and Mrs. Walter Parlby, President of the U.F.W.A., a very pleasing and instructive one on "The Teacher's Place in the Country Life Movement." The discussions were general and very helpful, perhaps the most practical being that on "Hot Lunches."

On the Saturday following the school fair and sports were held. The sports were poorly attended, as the farmers were busy harvesting. The fair, however, was a great success, twenty-five schools competing. The exhibits more than filled the large agricultural hall on the fair grounds of the Stettler Agricultural Society, and the attendance and interest were good.

Gradual progress is being made in the teaching of individual subjects. More teachers than formerly are being induced to go out on the playground with the children at recess. If, as Bolton says, "education is life, and life is education," the lessons that the pupil gets from intercourse and direction on the playgrounds are of the very highest importance. The direction of the play of children gives exceptional opportunities for the teaching of the correct use of English among non-English speaking pupils.

I have the honour to be, Sir,

Your obedient servant,

P. H. THIBAUDEAU,

Inspector of Schools.

REPORT OF J. A. SMITH, B.A.

CALGARY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I beg to submit for your consideration the following report on educational conditions in the Calgary Inspectorate for the year 1917.

There has been no change in the boundaries of this inspectorate and approximately no change in the number of graded and rural departments under my jurisdiction. Only one rural district was organized during the year.

A very fair type of work is being done in the majority of the rural schools. The teachers still continue to change frequently, and consequently the interests of the pupils suffer and the best results in community leadership cannot be expected. A number of my rural School Boards have made serious efforts to increase the permanency of the rural school teaching staff by offering very generous remuneration for the teacher's services, but failed to counteract the attractiveness of town and city work. In all but two of my rural districts I found that the trustees were taking a keen and active interest in the educational life of their respective communities. This sincerity in the discharge of their duties was reflected in the improved conditions in and around the school.

TEACHING TOO FORMAL.

Too much emphasis is given to the teaching of formal grammar. Altogether too many teachers are emphasizing grammatical machinery to the serious loss of practical language teaching. Instruction in grammar is given too early in the public school course. This instruction should come after the pupil has developed considerable facility in expressing himself in good English, both orally and in writing. From my observation the results in Spelling show little improvement. The majority of teachers are making this subject too burdensome for the pupils by too closely adhering to the list of words found in the present text. The pupil is forced to struggle with long lists of words which are entirely foreign to his or her own vocabulary and consequently is not getting sufficient drill on the words which he is able to use intelligently.

The improvement in Writing is not commensurate with the time and effort given to this subject. More time could profitably be given to the close supervision of all written work and careless habits in writing would be effectually checked.

The teaching of Agriculture has not been very successful, due to the lack of emphasis on the practical side of the work and to the fact that too many teachers do not consider this subject as basic and vital in the Course of Study. All districts should be forced to provide the necessary equipment for experimental work in this subject.

The physical welfare of children in rural schools is not receiving the attention that it deserves. A general absence of playground facilities is noticeable. Sand piles, swings, etc., and equipment for organized games can be had at small expense, and would do away with the aimless "rough and tumble" type of recreation so frequently seen in rural school playgrounds. The fulfilment of these suggestions for the school playgrounds is possible in any rural school district whose teacher, pupils and parents are willing to unite for their accomplishment.

CITY CONGESTION.

The school population of the City of Calgary, which in the past couple of years showed little change, is increasing so rapidly that the school accommodation, both in the public schools and the High Schools, has again become a most serious problem for the trustee board to handle. There are sufficient vacant rooms in the outlying schools to accommodate all the pupils of the public schools, but, unfortunately, these rooms are not available for the relief of the congestion in the centre of the city as it is a difficult matter to get city children to travel any great distance to school. In order to secure the much-needed room for efficient High School work, it is the Board's intention to organize

Junior High Schools in two or three of these outlying schools. It is my opinion that this policy of the Board is worthy of commendation. These Junior High Schools should increase the holding power of the schools and simplify the problems of vocational education.

The Separate School Board will be forced in the very near future to commence building operations in order to satisfy the needs of efficient High School training in the Separate School district. At the present time there is no room and very little encouragement offered for the expansion of High School work. It is the intention of this Board to provide the room and equipment necessary for efficient courses in Manual Training and Household Arts for both public and high school pupils.

INDUSTRIAL INTERESTS.

The Prevocational School continues to be a strong link in the educational system of the city. This school is giving its pupils a strong interest in good industrial work and the value of time and well-directed energy is one of its important aims. This school, by giving an opportunity for expression of the vocational impulses, has aided a great many boys and girls to "find themselves," and has made easier an intelligent choice of a vocation.

The Public School Board is experimenting with an elementary prevocational school in the Riverside community, where the majority of pupils are children of foreign parentage. Room and equipment have been provided for Manual Training and Household Arts. All pupils of twelve years and over are taking advantage of this work. The purpose of this experiment is to try to make the home atmosphere in this community more favorable to the continuation of the pupils in school.

RETARDATION.

In the City of Calgary there are too many over-age or retarded children found in the first five grades of the public schools. A greater effort could be made in getting a closer correspondence between the fourteen-year compulsory education period and the eight-grade period as many parents accept the compulsory school period as the educational standard of our system. Too many children, through retardation, are free to leave the public schools before the completion of the public school course. Retardation makes for elimination and elimination spells defective education, and thus the principal purpose of the compulsory education statute is thwarted.

The Calgary School Boards are to be complimented on their successful efforts to increase the holding power of the higher grades of the public schools, but they should more fully realize the importance of anticipating and preventing retardation in the lower grades by making these classes smaller and by organizing special classes throughout the city for extreme cases of retardation.

A convention of the teachers of the Calgary and the High River Inspectorates was held in Calgary on October 25th and 26th. A very helpful programme was prepared by the committee and the instructive and inspirational addresses given by Dr. McIntyre, Principal of the Normal School, Winnipeg, and Dean Howes, of the Faculty of Agriculture, were much appreciated by the teachers.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,

Inspector of Schools.

REPORT OF J. A. FIFE, B.A., M.Sc.
EDMONTON INSPECTORATE.

HON. J. R. BOYLE, Esq., K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Inspectorate for the year 1917.

There have been no changes in the boundaries of the inspectorate during the year and only one new district has been erected since the 1916 report was written.

The building programme for the year has been very light. No new rural schools have been built; and in the city the Jasper Place School was pulled down to prevent it from collapsing, and a neat, well-finished two-roomed cottage school built in its place. The Separate School Board built three neat, serviceable schools of the cottage type, two of them being in Elm Park on the site of the school which was burned about the end of 1916, and the third one in Fairview on 95th Street.

AN INCREASE IN PUPILS.

There are in the inspectorate 305 public school departments which were operated during the year, besides 29 high school and 12 technical school departments.

The City Public School Board operated 214 public school rooms, 29 high school rooms and 12 technical school rooms, as compared with 198 public school rooms, 28 high school rooms and 11 technical rooms for the previous year.

The city Separate School Board had in operation 36 public school and 4 high school rooms. St. Albert had 4 rooms in operation in one of which besides public school work some high school work was done. Beverly School District operated 5 rooms; East Edmonton 4; Turnip Lake 2; Stony Plain Village 2; Spruce Grove 2; Colchester 2; Clover Bar 2. The other districts of the inspectorate each operated one room.

In October, 1917, the enrolment of the city high and public schools was 8,938 as compared with 8,456 for the corresponding month of 1916—an increase of 482. The enrolment for the city separate schools for 1917 was 1,288 as compared with 1,418 for the previous year.

In the city public and high schools 268 teachers were employed for 1917, as compared with 243 for 1916. In the separate schools of the city there were 41 teachers employed for 1917.

AGRICULTURE, ART AND INDUSTRIAL SUBJECTS.

The teaching in the city schools is generally of a high standard, and many of the teachers do work of special merit.

The subjects on the course of studies are, with the exception of Nature Study and Agriculture, well taught. Very few of our teachers deal with Nature Study well; and the teaching of Agriculture consists largely of the giving of notes which are memorized; or of the oral presentation of the facts of the text book. Very little experimental work is attempted. In order to help to secure experimental treatment of this subject, I would recommend the setting of examination

papers which would demand an acquaintance with the elementary experimental work and the relating of the school garden work to the principles of the text.

School gardening in the city has, in 1917, made very satisfactory progress; it has, consistent with the demand for increased production, assumed more of the economic aspect. Most, if not all, of the city schools, had a vacant lot which was broken by the Board. The pupils, under the guidance of the teachers, did the cultivating, planting, weeding and harvesting. The Board purchased the seed—mostly potatoes. The crops were disposed of by the individual schools at good prices, and in most cases the returns were exceptionally good, one school realizing \$82. The money is to be devoted to patriotic purposes and to the purchase of playground equipment.

In the rural part of the inspectorate the improvement in gardening has not been so obvious, but a few schools had excellent gardens. Those worthy of special mention are Comet, Stony Plain Village, Spruce Grove and Oliver. With the exception of Oliver, these schools are close to Stony Plain, where the Department of Agriculture had a representative throughout the spring, summer, and early autumn, who did much, by visiting the schools and advising regarding planting and caring for both home and school gardens, to stimulate the interest in profitable gardening in the surrounding country.

The teaching of Art throughout the inspectorate has improved considerably during the past three years, but especially is this true in all the city schools. The influence of the special classes conducted by Mr. Hedley for the teachers, the course given at the Summer School and the Art outline prepared by the Department have had much to do with the increase in interest in Art teaching, especially in the city. The Art exhibits from the various schools, at the autumn convention, were of a high order and attracted a great deal of attention from the visiting teachers.

Manual Training, too, is improving from year to year, and much of the work done, both in the junior and senior grades, is good. In this subject there has been marked progress in the city schools due to the special classes conducted for the teachers by Mr. Hughes and to the instruction given at the Summer School. Among the rural schools Comet School, taught by Miss Pattulo, easily takes first place in the work done in Manual Training.

Much interest is shown by the senior girls of the city schools in Domestic Science, and from all I can learn, the instruction given is much appreciated by their parents.

THE PROGRESS IN MEDICAL INSPECTION.

I now wish to refer to a subject which I have previously overlooked in my annual reports. I refer to Medical Inspection which has for some time been receiving the attention of School Boards in most of the larger centres in Canada and the United States.

The Edmonton City Board inaugurated Medical Inspection seven years ago and the importance of this branch of school service has impressed the Board more and more from year to year. A Medical Inspector and two nurses now devote their full time to this work, and are not able to cope with the demands made upon them as satisfactorily as the Medical Inspector wishes. The Board is now seriously considering the appointment of a qualified dentist to take charge of the Dental Clinics.

The Board has been particularly fortunate in having as its Medical Inspector a man who is competent, and keenly interested in whatever will improve the physical well-being of the children of the city.

After studying the systems of Medical Inspection in vogue in other cities, Dr. Dunn has elaborated a plan which, so far as I am able to judge, is well adapted to our local needs.

The importance of caring for the physical condition of the school children cannot easily be over-estimated, since it is so intimately related to their mental development and has so much to do with their future efficiency and happiness.

A few facts regarding the progress of Medical Inspection in Edmonton public schools ought to be of public interest and I am taking the liberty of embodying in this report some information obtained from the office of the City Medical Inspector.

The following table shows the number of children medically examined for each of the past six years, the number of defectives and the number of reported cases which received treatment:

	Children Examined	Defectives	Percentage	Cases Treated
1912.....	6,256	1,439	23.07	605
1913.....	8,132	1,501	18.82	894
1914.....	8,982	1,327	14.77	634
1915.....	8,619	1,090	12.66	555
1916.....	9,112	1,054	11.34	427
1917.....	8,680	1,144	13.17	439

This is exclusive of the cases of defective teeth which are given in the following table:

	Cases Examined	Cases Reported	Cases Treated
1912.....	6,236	2,217	344
1913.....	8,132	3,238	565
1914.....	8,982	3,682	698
1915.....	3,682	3,621	815
1916.....	9,112	3,253	1,158
1917.....	8,317	2,459	1,247

THE FOLLOW-UP SYSTEM.

It will be observed that the numbers of cases receiving treatment are much smaller than the numbers of defectives reported; but when a case is reported to the parent and the nurse has followed the report by a visit to the home, and has given advice as to the necessity of treatment for the child, this is as far as the Board can go. Treatment is not compulsory, and many parents are so criminally careless, or indifferent or penurious, that they pay no heed to the advice given them. Others are not able to pay for an operation or other medical treatment. In this connection I would like to quote the following information given by the Medical Inspector:

"In urgent cases the nurse visits the home either the day the inspection is made or as soon after as possible, to consult the parents. In all other cases after a reasonable time has expired, the nurse again visits the class and makes enquiries as to what has been done regarding treatment of the reported cases. If treatment has not been given, she visits the home and does all in

her power to persuade the parents to follow the advice given. Where she finds the parents unable to pay for treatment, she reports as to financial and other conditions of the home. Such cases receive free treatment from the family physician, or the eye, ear, nose and throat specialists and the dentists. If glasses are required, the eye specialists write the prescriptions for them, free of charge, and on the recommendation of the Medical Inspector the Board pays for them. But all who are able to pay are expected to do so."

The following is additional evidence of the value of Medical Inspection and of its progress in Edmonton schools:

The defective cases reported from McKay Avenue School
 In 1913 were 16.41% of the cases examined.
 In 1914 " 11.25% " " "
 In 1915 " 8.424% " " "

This shows a decrease of almost one-half in the percentage of defective cases. The attendance and number of cases examined would in all probability be larger for 1915 than for 1913.

In Norwood School—
 1913—24.37% of the cases examined were defective.
 1914—15.00% " " " "
 1915—11.13% " " " "

The decrease in the percentage of defectives in these schools for the three years given is interesting. I have no doubt but that the decreases in the percentages of defectives in the other city schools would be quite as great, but of them I have not definite information.

Medical Inspection in the Edmonton public schools is now on a good basis and its adoption by the city Board has already accomplished a great deal towards the betterment of the physical and mental condition of the children of the city.

The city Separate School Board has not yet taken any steps towards providing Medical Inspection for its schools.

RURAL SCHOOL CONDITIONS AND NEEDS.

In the rural and village districts of the inspectorate there is evidence of a desire on the part of the parents for secondary education for their children. From these districts 56 candidates wrote on the Grade VIII Departmental examination and a good percentage of them were successful. Some of the schools of these districts have been doing a little high school work. I might mention East Edmonton, which passed one Grade IX candidate, and St. Albert, from which several Grade IX and Grade X candidates were successful.

The condition of the rural school is still our serious problem. The immaturity and lack of permanency in the tenure of its teachers are serious drawbacks to its progress. Some of the best male teachers have been taken by the war and the female teachers change positions very frequently. In one school within eight miles of the city there were four teachers last year. So long as experience and efficiency count for so little in the matter of salary, with School Boards, and the difficulty of getting suitable boarding places persists, this condition of affairs is likely to remain.

The attendance during the months of September and October was very small, on account of the scarcity of farm help and the leniency on that account in enforcing The Attendance Act. In this connection

I wish to state that one of the chief difficulties in enforcing The Attendance Act is in securing the co-operation of the teacher. She is willing to help in enforcing the Act, but she fears to do it on account of the attitude of her trustees or of the other people who may be prominent in her district. I know of a case in my inspectorate of a teacher who was thoroughly conscientious in reporting persistent absentees, and who, because she persisted in doing so, was compelled to resign. I do not know just how to get over this difficulty, but it is a real one.

The Northern Alberta Teachers' Association held its Annual Convention on November 8th and 9th, which was one of the best in its history. Outstanding features of the convention were President Morden Long's address on "Democracy and Education" and the address given by Professor Martin, of Manitoba University, on "The Educational Value of History."

I have the honour to be, Sir,

Your obedient servant,

J. A. FIFE,

Inspector of Schools.

REPORT OF WALTER SCOTT, B.A.

HARDISTY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Hardisty Inspectorate for the year 1917.

There has been general prosperity throughout the inspectorate during the year. Although the summer was somewhat hot and dry, there was sufficient moisture to bring all crops to maturity. The usual high yields of other years were not produced, but twenty to twenty-five bushels of wheat to the acre were common. The barley crop was good and there was considerably over half a crop of oats. The crop of grass was not up to standard and the yield of hay was light, but as there is considerable range in this part of the province, the herds of cattle and horses did well. Probably owing to the high prices of grain the number of hogs was smaller than in other years. Owing to the beautiful Fall weather, the farmers were able to get their produce to market before winter set in and as prices were high, there has been more than the usual prosperity throughout the inspectorate both in the towns and in the country.

SHORT TENURE FOR TEACHERS.

There has not been general improvement among the schools of the inspectorate if a comparison is made with conditions of 1916. There has been considerable moving about of teachers and there has been an increase of permit teachers. Defining a satisfactory school

as a yearly school conducted by an interested and capable teacher, there have been forty-five such among the rural schools. In addition there have been twenty-one satisfactory yearly schools in spite of changes of teachers. Also, there were nineteen schools which did good work for six or more months during the year. Passing over schools, both yearly and short-term, about which little that is very satisfactory or little that is unfavorable can be said, there were five in which the year was largely wasted because of faction strife, frequent changes of teachers or very weak teachers. There were five rural schools in which there were three or more teachers during the year, and thirty-two rural schools in which there were two teachers during the year. There were also three changes of teachers in the graded schools.

There were thirty-three permit teachers in the schools of the inspectorate during the year, eleven third-class teachers, 127 second-class teachers, and thirteen teachers holding first-class certificates, of whom five held university degrees.

There have been thirteen new districts formed in the inspectorate during the year. The new towns on the Canadian Northern Railway have all been provided for except Heisler. I have been official trustee of three districts during the year and have had to assist three others to elect Boards of Trustees. I have had to take over part of the secretary work of one district in order to arrange for the building of a school and have assisted four others which were in financial difficulties.

About seventy-five per cent. of the rural schools had school gardens and attempted to teach Agriculture in a practical way. Owing to the dry year there were not so many exceptionally good gardens as in 1916, but the number of reasonably successful gardens was much larger. Wyoming School District had the best garden so far as I have been able to observe. The Department of Agriculture held two school fairs in the inspectorate during the year, one at Sedgewick and another at Alliance. These fairs stimulate not only the work in Agriculture but also the general work of the schools.

CONSOLIDATION ABOUT TOWN CENTRES.

There is an increasing interest in the movement towards consolidation throughout the inspectorate. I looked into the situation at Hardisty as fully as I could. Two new districts, Crickledale and Fullview, were organized and the territory south of Hardisty split into two parts by the Battle River, was added to the Hardisty School District. I looked into the situation also in the neighbourhood of Forestburg and Galahad. There is a growing sentiment in favour in the neighbourhood of these two towns. Owing to the difficulty of getting good roads, there is less enthusiasm for consolidation at Heisler and at Alliance, but the question is being agitated in these two towns. There are consolidation movements also at Loughheed, Sedgewick, Provost, and one for a purely rural consolidation in the neighbourhood of Pleasington. Apparently it only requires a start to be made—a successful consolidation in actual operation—to bring about at least half a dozen consolidations.

Many of the parents took advantage of the demand for increased production on the farms to keep their older boys and girls home to work. The Chief Attendance Officer took prompt measures to keep this tendency within proper bounds. I found my work considerably

hampered in enforcing The Attendance Act by a feeling which is fairly general, that the farmers are entitled to the assistance of their older children in this time of war.

A very successful union convention was held at the Normal School, Camrose. The convention was largely organized and the programme was largely arranged for by Principal McNally. The whole of the Hardisty Inspectorate and parts of the Stettler, Tofield and Wetaskiwin Inspectorates took part in the convention. An excellent programme was provided largely by the staff of the Normal School. It was found difficult to vary the programme from year to year in the purely local conventions of former years.

We found the Normal School with its extensive equipment an excellent place in which to hold the convention, and we decided to meet there again in 1918.

I have the honour to be, Sir,

Your obedient servant,

WALTER SCOTT,

Inspector of Schools.

REPORT OF H. R. PARKER, B.A.

FOREMOST INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—The Foremost Inspectorate was formed at the first of May, 1917, and comprises the outlying portions of what was formerly the Lethbridge and Medicine Hat Inspectorates. On taking charge of this district I found many of the schools without teachers. The scarcity of teachers continued throughout the year and several schools remained closed for two and three months owing to the impossibility of securing anyone to take charge. In some cases rural school boards were offering \$1,020 per annum, without avail. Several districts paid \$900 a year to permit teachers, while a few trustees were pleased with the shortage as it enabled them to evade the law and keep their schools closed.

ENGLISH TEACHING EMPHASIZED.

The teachers in this district are, with few exceptions, holders of interim or provisional certificates. Less than five per cent. have been in charge of their present schools for twelve months and most of the schools changed teachers during the year. These teachers need constant advice and assistance, and would profit much by closer supervision and more frequent inspection of their work. Many of them make no serious effort to follow the prescribed course of studies, and lack of proper organization and classification detracts materially from the efficiency of the work attempted. Arithmetic and spelling receive the major allotment of time in arranging timetables, although the pupils are usually farther advanced in these subjects than in the other subjects of the course. This is particularly worse in schools where the pupils come from homes where the parents are not of English-speaking extraction. In these schools pupils are frequently

found doing Grade VI or VII arithmetic, while the reading and language is that of a lower grade.

At the same time the teacher is making a much greater effort to advance the two former subjects than to attain a higher proficiency in the use of the adopted country of the pupils. This condition was found to be generally due to pressure from parents or trustees and not to a lack of judgment on the part of the teacher. During my visits to these schools I have endeavoured to impress teachers with the view that the first aim of the school should be to teach thoroughly the English language and make good citizens of the growing generation. I have pointed out that the individual pupil will profit more by attaining a good command of our language than by a knowledge of advanced arithmetic. Two of these schools were visited a second time with a view to ascertaining the effects of my campaign, but in both cases there had been a change of teachers and the only visible effects of my first visit were found to arise from written criticism left with the first teachers.

While the work in the various subjects is not so high as we should desire, it is probably all we may expect from teachers with very limited experience and many of them without any professional training.

CHANGES IN ORGANIZATION.

Practically all of the settled portions of this district have been organized although there are a few areas on the edge of the large ranges in the south-east that are not included in any organized school district. The organization problem of the future is likely to be one of consolidation. At the first of May there were five consolidated schools, three of which were in operation with one teacher in charge. At the end of the year there were ten consolidated districts, seven of which were operating, one with four teachers, two with two and the balance with one. Provision has been made to open the New Year with an additional teacher in one of the one-roomed consolidations and to open a newly-formed consolidation with two teachers. Two other consolidations should be operating with two or three teachers in charge of each by the first of March, 1918.

The buildings used for school purposes are usually suitable and well kept. The equipment is fair. In very few cases has any attempt been made to improve the grounds.

Owing to the shortage of farm labor, The Attendance Act was not enforced as strenuously as it otherwise would have been. About twenty-five cases of absence were investigated, but in only one case was it found necessary to serve warning notice and to prosecute. In this case a conviction was secured.

Little attention is given to physical drill throughout the inspectorate and it will be difficult to select three districts to which to award the Strathcona prizes.

Owing to the circumstance that there is no centre in the district which could accommodate a convention, no attempt was made to have a teachers' convention during the year. However, arrangements were made with the Lethbridge Convention Executive to have those who could, attend at Lethbridge. A number of the teachers took advantage of this arrangement.

I have the honour to be, Sir,

Your obedient servant,

H. R. PARKER,

Inspector of Schools.

REPORT OF J. C. BUTCHART, B.A.
VEGREVILLE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Vegreville Inspectorate for the year 1917.

I was absent from the inspectorate for three months during the year on account of ill-health, and my work was taken by Mr. J. E. Loucks, of the Calgary Normal School during May and June.

The area of the inspectorate was the same as during the year 1916. There were one hundred and nineteen districts at the beginning of the year and one was organized during the year. There were twenty-nine graded departments at the beginning of the year and two have been added since. There are no consolidated schools in this inspectorate.

Two rural schools were erected during the year and two rooms were added to the school in the town of Lamont. The school erected in the Josephburg district is a credit to the district. It is so constructed that it may be divided into two rooms if necessary. The school in Lamont is now an up-to-date four-room building.

TEACHERS' HOUSES.

Most of the school houses are commodious and in good repair. The equipment is usually good and fairly sufficient. Nearly all the schools have excellent libraries. Many of them have small houses for the accommodation of the teacher and quite a number have stables.

School grounds in most cases consist of two acres and nearly all are fenced, but except in a few cases nothing has been done towards improving and beautifying them. In several cases large numbers of trees have been planted with highly satisfactory results. In a few cases there have been very satisfactory school gardens.

The majority of the schools are in non-English communities and many of them have been operated for only short terms. This has been due to a considerable extent to the scarcity of teachers. Many of these schools are suitable only for male teachers and qualified male teachers have been scarcer than ever this year. Many schools have been in charge of untrained and inexperienced teachers and the results in these schools have not been satisfactory in most cases. A number of Ruthenian students have been in charge of schools. There is a noticeable improvement in their knowledge of English, but with a few notable exceptions their work has not been altogether satisfactory. Only a few express themselves easily and readily in English.

The number of non-English students who have qualified is increasing and most of them have done good work, work that compares favourably with that of English-speaking teachers, and several have proved themselves unusually enthusiastic, capable and efficient.

The inadequate supply of trained and well equipped teachers has particularly affected the non-English schools. The consequent short terms of operation of many of these schools has hindered progress and kept the standing low. In some of them conditions are not so good as in former years.

In most cases yearly schools, whether English or non-English, are conducted efficiently and pretty satisfactory progress is being made.

The work in Composition, History and Arithmetic does not seem to improve much from year to year. Many teachers seem to lack definiteness of aim and clearness of thought as to means in these subjects.

In spite of the good effects of the enforcement of The Attendance Act, irregularity is still a serious hindrance in many districts. It seems that the local authorities cannot be depended upon to enforce the Act rigidly and it is difficult for the officials of the Department to find time for all cases that need attention. A number of warning notices were sent out and in most cases they had the desired effect.

High School work is being done to a greater or lesser degree in all graded schools and in most it is being done well.

The annual convention of the Vermilion and Vegreville Inspectorates was held in Vermilion in October with a larger attendance than ever before. The papers and discussions were instructive and helpful.

I have the honour to be, Sir,

Your obedient servant,

J. C. BUTCHART,

Inspector of Schools.

REPORT OF J. MORGAN, B.A.

LETHBRIDGE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Lethbridge Inspectorate for the year 1917.

During the year fifty-four districts in this eastern part of my territory were removed and placed in a new inspectorate. Eleven districts were added to my territory on the west and north. Eight new districts were organized during the year and one consolidated district. The number of graded departments was increased by seven. At the close of the year my inspectorate contained 197 departments without including the Lethbridge High School.

There has been a steady increase in the population of this south country during the past two years, and this has increased the school attendance in established districts and has made further organization necessary. This will be still more active during the early part of the year 1918. In the urban centres only four new rooms have been opened, but in all cases the rooms are now filled to capacity and additional teachers will soon be needed.

EXCELLENT BUILDINGS.

Barnwell Consolidated School District No. 15 and Milk River Consolidated School District No. 28 have each erected fine, new four-room buildings, and in Noble School District No. 2243 an up-to-date two-room building has replaced an old one-room structure. These

buildings are all brick with full-size basements, and are provided with the best of equipment. The cost has been high, but the Boards felt that they could not wait until prices became normal before providing for the educational needs of their districts. Sundial Consolidated School District No. 22 has made preparations for building a \$10,000 two-room school early next summer.

The school attendance throughout my inspectorate has been more regular than in former years owing largely to the work of the Department through the Attendance Branch. This was the first year that I used an automobile as a means of travelling, and I found that it enabled me to do much more effective work in the enforcement of The Attendance Act. The high price of labor furnishes a strong inducement to parents to keep their children at home to work. During seed-time and harvest it is quite right that even child labor should be utilized to a large extent in the interest of the Empire at this critical period, but great care must be taken to prevent the avaricious parent from using it unnecessarily.

I am pleased to be able to say that I have had less difficulty than usual in securing an adequate supply of teachers for my schools in spite of the fact that banks, stores, offices and other lines of employment have made a heavy demand on the output of our High Schools the last three years. Increased efficiency in the Public Schools has enabled larger numbers to complete the work of the eight grades. Facilities have been increased for doing High School work in the urban centres and in consolidated schools and an increased supply of trained workers has resulted.

OFFICIAL TRUSTEE.

During the year I acted in the capacity of Official Trustee in eight districts. The affairs of these districts are now in good shape, and I expect to be relieved of further responsibility in this line in at least five of these, when the annual meetings are held in January. In no case have I been called upon to take over the administration of the affairs of a district owing to financial difficulties. All my rural districts are in good financial condition and in this urban centre the problem of financing the school has become easier than in former years.

However, the city of Lethbridge and the towns and villages are being called upon to bear an undue part of the cost of education. They are doing this High School work for the surrounding country. In addition to this many families move to the towns and rent small quarters and secure education for their children for part of the year at a minimum cost while their own districts are quite able to bear the full cost.

HIGHER SALARIES.

Teachers' salaries have increased to some extent but not in proportion to the cost of living. Rural schools are now paying \$840 a year as a rule. Some are paying \$900 and a few \$1,000, but the cost of board has increased considerably and in many districts it is difficult to secure a boarding place for the teacher even at this advanced price. The boarding house problem becomes more difficult as the farmer becomes better off financially. The work in the farmer's home becomes heavier as he extends his operations and the remuneration appeals to him with less force. A few districts have provided teachers' residences.

These are very convenient for male teachers and for ladies of mature years who do not mind the isolation. Districts having these residences seldom have trouble in securing teachers and in retaining them.

During the year the work in the graded schools has been very satisfactory except in a few cases where local teachers were employed for heavy rooms before they had acquired experience in small rural schools. Many young teachers have done excellent work in rural schools. I am also pleased to be able to say that I have a few excellent experienced teachers who are not desirous of securing appointments in towns, but who realize that in this rural school they may secure ample scope for their abilities and moderate recompense for their labors. During the year I had several permit teachers but they were of a better type than one usually finds. In a number of cases I have advised that they remain in their schools for another term.

Owing to the fact that so many men enlisted for service with the Overseas Forces of the Dominion during the past three years, it is now rather difficult to secure men as principals and vice-principals for graded and consolidated schools. In some cases Boards were forced to make a choice between first-rate lady teachers and second-rate male teachers. Female principals have been chosen in a number of cases and without exception they have proved more successful than was anticipated.

ADVANTAGE IN CONSOLIDATION.

I have now ten consolidated districts, including thirty-nine units, in operation in my inspectorate. These schools have won the marked approval of parents and are a great improvement over the ordinary rural schools. However, to secure ideal results, we require a special type of teacher and at present the supply of such teachers is limited. The teachers for such schools should be broadly educated, progressive and of a distinctly rural turn of mind to meet the varied needs of the pupils and to guard against the tendency to proceed along established city lines. When consolidated schools become more numerous it may be necessary for your Department to make special provision for the training of teachers for these schools.

I need scarcely say that the frequent changes of teachers that takes place in our rural schools retard the progress of the pupils in the schools and prevent the teachers from exercising much influence in the district apart from the work done in the school room.

During the year considerable improvement was made in the equipment of the schools of my inspectorate. In nearly every case Boards purchased whatever equipment I recommended and in some cases they went much further than I advised. In this matter of improvement to grounds and buildings less progress was made owing to the difficulty of securing the necessary labor.

I have the honour to be, Sir,

Your obedient servant,

J. MORGAN,

Inspector of Schools.

REPORT OF F. L. AYLESWORTH, B.A.
OLDS INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Olds Inspectorate for the year 1917.

The boundaries of my inspectorate were altered in September, 1917, and are on December 31st, approximately:—

On the North—The township line between townships 34 and 35.

On the South—The township line between townships 27 and 28.

On the West—The Rocky Mountains.

On the East—The Big Red Deer River.

One hundred and forty-four school districts are included within the boundaries of this inspectorate. There were, on January 1st, 1917, 161 school departments, and on December 31st, 1917, 163. There were only six school departments not in operation during the year. In three of these no school buildings have been erected. School facilities for a large percentage of the children living in these districts were provided during 1917.

In the Graham School District, No. 2945, an outlying western district, school was operated, for the first time, in a building erected for a private dwelling house. An able qualified teacher, a student in Alberta University, was secured in May. The ratepayers were delighted with the results, though the teacher worked under very unfavourable conditions.

The total number of teachers*employed in the Olds Inspectorate during 1917 was 204:—

With First Class Certificates.....	33
With Second Class Certificates.....	121
With Third Class Certificates.....	18
With Permits or Provisional Certificates	32
	204
Teachers holding the degree of M.A.	1
Teachers holding the degree of B.A.	7

There were 157 school departments in operation during the year. It is evident that there were many changes in teachers throughout 1917. There were seven rural schools, each with three different teachers during the period of operation. Twenty-six rural schools changed their teachers once during the year. This would not indicate a very great scarcity of teachers, though the number of teachers with provisional certificates, or permits, should be taken into consideration.

Qualified teachers, for rural schools particularly, are growing scarce for the following reasons:

- (1) Enlistment of male teachers for active service.
- (2) Lady teachers are leaving the schools to enter banks and other business houses.
- (3) The supply of teachers from the British Isles and Eastern Canada is growing very small.
- (4) Small Normal School graduating classes.
- (5) The boarding-house problem in rural districts.

It would appear, on the other hand, that the great variation in the dates of opening rural schools bears some relation to the available supply of qualified teachers. School Boards that postpone the opening of their schools till February, March or April have difficulty in securing teachers.

Even in an old-settled district like the Olds Inspectorate, it is surprising how late in the year many of the schools open.

In 1917:—

31 rural schools opened after February 1st.

19 rural schools opened after March 1st.

7 rural schools opened after April 1st.

3 opened as late as July and August.

During the current year the inspector was instrumental in operating nine rural schools, and in placing thirty-four teachers in all grades of schools.

The School Attendance Act was enforced more strictly this year than in any former year. The School Attendance Branch of the Department of Education deserves much credit for this. It is surprising the number of individual cases successfully dealt with by the Department. The inspector also dealt with many cases, both by letters and by visits. Fourteen warning notices were sent out. One prosecution was necessary. This will doubtless have a salutary effect not only on the district concerned, but also on the districts adjacent to it.

BETTER BUILDINGS

Many improvements were made in school buildings throughout the inspectorate in 1917. Greenleaf School District No. 3392, Loyalty School District No. 3228 and Hawkeye School District No. 1146 erected beautiful new modern school buildings. Bearberry School District No. 3118 erected a creditable building.

The following school districts merit special mention for improvements in their buildings:

Acadia School District No. 3009, Bennett School District, No. 526, Bancroft School District No. 1070, Clover Mount School District No. 811, Green Acres School District No. 1613, New Berghal School District No. 779, Rosebud School District No. 491, Stuart School District No. 762, Smouse Creek School District No. 1091, Turtle School District No. 2392, Zella School District No. 1078.

Carstairs School District No. 642 made an extension to its school grounds; Crossfield improved its outbuildings.

The following school districts had exceptionally good school gardens during 1917:

Adlerside School District No. 3137, Innis Lake School District No. 2237, and Trochu School District No. 1742.

There is some increase in the number of school gardens, though in many districts conditions are not favourable for them.

HOME GARDENS GOOD.

Home Gardening in connection with the rural schools under the joint direction of the Departments of Agriculture and Education was carried on more extensively in my inspectorate than in 1916, the year of its inception. Sixty-six school districts participated in

the work, and approximately 1,000 children benefited by the course in Gardening, Animal Husbandry, Poultry-raising and Household Science.

School fairs were held in Olds, Bowden, Derbytown and Trochu. There were in all 2,500 entries at these fairs. Vegetables, flowers, cooking, sewing, poultry and live stock were exhibited.

The prizes for the best exhibits by schools were won by—

At Olds Fair:	Bennett S.D.
At Bowden Fair:	Summit S.D.
At Trochu Fair:	Lake View S.D.
At Derbytown Fair:	Lobley S.D.

The fourth Annual Convention of the Olds Teachers' Association was held at Innisfail on the 4th and 5th of October. In connection with this convention a school fair and public speaking contest were held. On Thursday evening, the 4th of October, in the Methodist Church, the teachers were welcomed to Innisfail by Mayor Samuel Dickson, by Messrs. W. G. McArthur, Chairman of the School Board, and William Geary, Trustee, and by Rev. A. A. Lytle, on behalf of the churches. Suitable replies were made by President Morrow, of Crossfield, and Principal Edwin Mitchell, M.A., of Olds. At this session R. A. Barron, Esq., B.A., Registrar, Department of Education, delivered to a large, appreciative and enthusiastic audience an eloquent and edifying address on the subject "The Teacher's Duty in Time of War."

The school fair, which in no way overlaps the Home Garden fairs, was very successful indeed. There were splendid exhibits in Art, Manual Training work, Composition, Writing, Exercise Books and School Garden Products.

The public speaking contest, open to pupils residing in the Olds Inspectorate only, was held in the Opera House, Innisfail, on Friday evening, the 5th of October. Gold medals were awarded by the Hon. Duncan Marshall, Minister of Agriculture, Daniel Morkeberg, M.L.A., and the Innisfail School Board. Three silver medals were presented by the Innisfail Town Council. There were twenty-two contestants and the rivalry was very keen.

The general work of the convention was of a very practical character. The rural school in operation was conducted in a very able manner by Miss Jessie O'Neil, Olds. A lesson in Physical Culture by Miss H. C. Brown was greatly appreciated. Junior and senior Phonics were demonstrated by Misses Leslie, Innisfail, and King, Carstairs. R. Thompson, Principal of the Innisfail schools, taught a highly instructive lesson to Grade VIII on the "Fundamentals of Arithmetic." Principal W. J. Elliott, B.S.A., of the Olds Agricultural School, taught a lesson in Agriculture to Grade VIII in his usually happy and able manner. Dr. Coffin, of the Calgary Normal School, gave two interesting and suggestive addresses to the teachers on "Modern Movements in Education." In his second address he dwelt largely on the advisability of co-operation among the various local Teachers' Associations, looking to the evolution of a higher type of teachers' convention.

I have the honour to be, Sir,

Your obedient servant,

FRED. L. AYLESWORTH,
Inspector of Schools.

REPORT OF J. J. LEBLANC, B.A.
ST. PAUL INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the St. Paul Inspectorate for the year 1917.

No changes were made in the boundaries of this inspectorate during the year. The number of school districts and departments increased to one hundred and sixty-eight, including nine new districts recently organized.

The agricultural areas have prospered during the past few years and an improvement in the financial status of many school districts has resulted. Several units which, early in the year, had to be granted temporary loans to protect matured obligations, have succeeded, through the application of sound business methods of financing, in bringing their affairs to a very satisfactory condition, and successful operation has been assured. There has been a decided decrease in the actual resident ratepayers, due to the heavy enrolment for Overseas Service, and the removal of many homesteaders to the more widely cultivated farming localities and industrial centres of the province. In several instances there has been a marked dwindling of interest in the administration of the school affairs. However, the amendment to the Ordinance by which the wife, son or daughter of a resident ratepayer, provided he or she has attained the age of twenty-one years, is vested with the rights of ratepayers will bring added aggressiveness and initiative in the management of many districts.

Nineteen schools organized previous to January 1st of this year were not in operation. In nine of these temporary structures have been erected or dwellings centrally located to the school population have been transformed and equipped into a class room, and a teacher will be engaged early in the new term. Two districts made arrangements with adjoining units for the education of resident children of school age, as provided for in Section 165 of the Ordinance. Inability to collect taxes and arrears from non-resident owners of assessable property, whose contribution to the district revenue is all the more required since exemption has been willingly granted to all those who have enlisted, coupled with failure to obtain a teacher, and in two cases the absence of children accounted for eight schools remaining closed during the two terms. The accumulation of arrears for several years on lands not cultivated and unoccupied has aggravated the problem of providing revenue and for the maintenance expenses of many districts, and tax enforcement proceedings will have to be resorted to, if financial embarrassment is to be avoided.

A survey of the number of schools operated the full two terms show a substantial increase over the previous year. Many schools were closed during January on the claim of severe and inclement weather, but with few exceptions the trustees failed to secure a teacher before the close of the Normal School, or of the University at the end of April, and a consequent short term of school followed. The many advocates of the policy of closing the first months of the year should

recognize that teachers cannot be expected to wait several months for a position and in the interest of the children that the regular terms of school are advisable, and will warrant the extra effort of parents in conveying the children to school on the cold days. Again, the older children, who are kept at home during the spring farm operations could profit by the instruction facilities offered by early opening of the school.

BUILDINGS AND GROUNDS.

With the exception of three schools which were constructed in accordance with the plans and specifications of the Department, log structures or suitable dwellings have been remodelled into satisfactory class rooms, with a view of assuring immediate operation with as little capital expenditure as possible. This departure from the general policy of establishing the most approved school building from the beginning has been actuated by the abnormal rise in the cost of construction materials, and the limited revenue available in the new districts, which, if applied to finance the construction of an expensive school, would seriously curtail the period of operation. The temporary schools are constructed with due regard to proper lighting, ventilation and equipment, and meet the needs until development of the community warrants modern and standard accommodation.

School grounds in general have been little improved during the year. Dwellings erected for the use of teachers are on the increase, and are well constructed and comfortable. Fairydell School District shows active leadership in improvements in school surroundings. The teacher's house is the best yet visited in the inspectorate.

The equipment with very few exceptions is quite modern. The newer school has adopted single desks. With two exceptions, care and supervision of the equipment and library is well maintained. Attempts at class room decoration are noted in many schools, but greater endeavour in making the interior more attractive is desirable.

From the standpoint of efficient instruction a marked contrast is observed in the efficiency of the yearly and short term schools. The latter are invariably operated by a new teacher each year, and much time must be devoted to re-establishing the classification and reviewing the work covered during the preceding term of school, and with rare exceptions the advancement is not in keeping with the age of the pupils. However, with a limited supply of teachers relief from the inadequate educational services furnished by many districts will be only gradual, and the outlying districts will find difficulty as in the past in attracting competent teachers.

CHARACTER OF TEACHING.

The actual teaching on the part of qualified teachers, and of those who though untrained strive to interpret the programme of studies and devote time to planning and preparation, is of a highly satisfactory nature. The presentation of the subject matter is good and good use is made of the books in the library to supplement the lessons taught. In the schools attended wholly by children of non-English speaking citizens, the results accomplished by teachers possessing good natural ability, sympathy and enthusiasm are excellent, and after the first three grades proficiency ranks favourably with most rural schools.

The educational outlook in the schools in the French-speaking settlements about Morinville and St. Paul des Metis is very promising. The schools located within reasonable distance of the railroads are

conducted by qualified teachers. High School work is carried on in the two centres above named and this year a number of Grade IX students are in attendance. The advent of these graduates, when fully trained in the teaching profession, will relieve the shortage of teachers in these rural districts and will prove a stimulus to further educational endeavour.

The distribution of the time actually spent in inspection may be classed under actual inspection, investigation under instructions from the Department and the discharge of the duties of Official Trustee. The administration of four school districts as Official Trustee took twelve per cent. of the time. The fact that conditions necessitate the removal of the local Board makes careful supervision and frequent visits imperative. All four schools were operated and as soon as the irregularities have been removed and the finances established on a satisfactory basis the ratepayers will be requested to elect a Board. Experience demonstrates that the succeeding administrations keep up the management of affairs on a highly efficient plane. Nineteen per cent. of the days on duty in the inspectorate was devoted to investigation of complaints or conditions demanding a special report to the Department or to looking after cases of contravention of the provisions of The Attendance Act.

The Annual Convention of the Northern Alberta Teachers' Association was held in Edmonton on November 8th and 9th. The attendance on the part of teachers not too distantly located from a railway was very good. The rural section offered many interesting and profitable suggestions and was deeply appreciated.

I have the honour to be, Sir,

Your obedient servant,

J. J. LeBLANC,

Inspector of Schools.

REPORT OF M. O. NELSON, B.A.
WETASKIWIN INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alta.

SIR,—I have the honour to submit for your consideration the following report of the Wetaskiwin Inspectorate for the year ending December 31st, 1917.

Some changes were made in the boundaries of this inspectorate during the year, the Ponoka school, as well as a number of rural schools to the west of that town, having been withdrawn and added to the Red Deer Inspectorate, while Rimbey and a number of contiguous districts were added to the Sylvan Lake Inspectorate. New Norway, however, and a number of contiguous districts were added to this inspectorate. The effect of these several changes has been to reduce the inspectorate from twenty-six graded departments and one hundred and thirty-five ungraded schools to twenty-one graded departments

and one hundred and twenty-seven ungraded schools, not including three High School departments.

Twenty-two graded departments and ninety-seven ungraded schools were visited once only this year, while six graded departments and forty-two ungraded schools each received two visits.

Two districts only were organized this year, viz.: Half-Way Grove No. 3528 and Harvest Home No. 3575; and two schools, Lonesome Pine and Genesee, were opened for the first time.

IMPROVING SCHOOL SURROUNDINGS.

As part of a general policy, I have given considerable attention to the improvement of rural school grounds and buildings; and the result, while not as gratifying as one could wish, is yet quite encouraging. Old buildings were replaced with new ones in the Humble and Sprucedale districts. These are splendid schools, of the cottage type, well lighted and heated. In the Genesee district, where a first school was built, a very serviceable building was put up at a comparatively small cost because of the fact that many of the ratepayers gave considerable free labor. A good spirit like this is, in itself, an asset in a new district. The school buildings in Fisherton, Pleasant Prairie, Grenthal, Ferrybank, Twin Creek and Asker were materially improved this year. In each of the following districts, viz., Star, West Liberty, Sprucedale, Hillside, Busenius, Humble and Big Hay Lake, the school grounds have been enlarged or otherwise improved. Most rural districts now have satisfactory stabling accommodation. New stables have been built during the year in the Falun, Star, Ferrybank, Crystal Springs, Climax, Haultain and Crooked Lake districts.

The question of drinking water in rural schools affords a constantly recurring problem. In not a few districts there is none at all except what the children themselves bring from home for daily use. Dug wells at school generally prove of little use, the water, in most cases, becoming sour or stagnant. Where a farm house is near, the children can carry water for the school, but in such cases the water carried in the morning usually serves for the whole day, becoming unfit for use in the afternoon. A drilled well, carefully put down, seems to give the best results. Many schools yet have the old open pail; individual drinking-cups and towels are every year becoming more generally used.

THE QUESTION OF BUSINESS MANAGEMENT.

Official trustee business still continues to form an important item in the yearly programme of work. I began the year with three districts on my official trustee list, viz., Dnister, Richmond and Fisherton. The finances of all three have been put in satisfactory condition. Richmond district was handed back to a newly-elected Board of Trustees in September last, but the other two are reluctant to again assume control of their school affairs, professedly preferring the present method of management for some time yet. Buck Lake School District No. 3220, having become financially embarrassed, was added to the official trustee list in December, thus leaving me still three districts at the close of the year. Speaking generally the cause of the financial embarrassment of school districts that renders the appointment of an Official Trustee necessary, is usually traceable to either, often both, of two sources:

(a) Unwise management during the initial years of the district's history, e.g., excessive cost of school building; large debenture issue; small tax levy, etc.

(b) Laxity in the collection of taxes. If all Boards of Trustees would but exercise care along these two lines, little trouble would arise. Upon taking charge of a district as Official Trustee, I usually follow about the same line of action in each case, which is to appoint an able secretary-treasurer, and then to begin a strict collection of taxes. This course of procedure invariably brings good results as delinquents will pay when they realize that pressure will be brought to bear, and this paves the way for paying off the indebtedness of the district and placing it in good financial standing.

EFFECTS OF THE WAR.

The scarcity of teachers and of farm help are two direct effects of the present war upon the educational work of this inspectorate.

The scarcity of teachers has made it necessary that provisional certificates (permits) be granted pretty freely if the schools are to be kept in operation. Thirty-five permit teachers taught in this inspectorate last year; in other words, twenty-nine per cent. of the rural schools in operation were conducted, either during the Spring or Fall term, or both, by permit teachers, this being the highest number of such teachers who have ever taught in any one year. Quite a number of schools were unable to secure permit teachers even until late in either term. This unusual condition of affairs renders difficult any satisfactory comparison between 1917 and previous years in regard to the relative number of schools changing from short to longer term schools. At a careful estimate, however, comparing this with other years, I find that ninety-four out of a total of one hundred and twenty-seven rural schools may be classed as yearly schools. Two districts operated yearly schools this year for the first time. Of the remainder four were not in operation at all, two having no buildings erected yet, and two having no children of school age now in the district. The remaining twenty-nine are yet financially unable to operate school for the whole year, ranging from periods of six to eight months.

As to the general character of the teaching, I may say that among qualified teachers failure is usually due to carelessness or inaptitude rather than any fault in training. Inexperienced teachers, it is true, after leaving Normal School, are often puzzled to apply what they have learned to the varied conditions of a rural school; but with diligence and care the capable teacher, as a rule, gets a workable grasp of the school in a few months, more particularly where the inspector is able to come along early in the term with helpful suggestions. I make it a practice to visit the inexperienced teachers early in the term where this does not interfere too much with the regular routes of inspection. Even with the permit teacher, diligence, interest and alertness go far to make up for the lack of professional training.

In reporting on the progress made during the year in the various subjects of study one must necessarily repeat much that has been said in former reports. Agriculture, with the aid of the new text books, is pretty well taught; also are Writing and Phonics. I am advocating Home Gardening by the pupil in rural districts rather than the regular school-garden. It is too often the case that a school garden is destroyed, or dies out for lack of care, during the summer vacation. The Crooked Lake school, however, had an excellent garden last year. In this case the school was in operation all Summer, so that the garden could be looked after. In regard to the branches of study not already mentioned, I have little new to add.

The scarcity of farm help has already been referred to. This touches the educational problem from the standpoint of school attendance as a considerable number of boys and girls have of necessity been kept at home this year during seeding and harvesting, thus cutting into the attendance of both terms. Apart from this the matter of school attendance is being satisfactorily dealt with. During the year I have made it a practice to inquire at each school visited in regard to school attendance, and to send the usual warning notice at once to any delinquent parent. I also invariably urge the teacher to send the required returns promptly to the Department at the end of each month. Where this is not done, the Department is seriously handicapped in enforcing The School Attendance Act. Carelessness in this matter is a serious fault in any teacher. By far, however, the greater number of warning notices have been sent in obedience to instructions from the Department. One hundred and one such notices were mailed last year, and these, as far as I have been able to learn, brought results. Very rarely, except in some special case, do I ever send a second notice to the same person. The object of the notice is, as much as anything, to inform the recipient in regard to the requirements of the law; and where the notice is disregarded stronger measures are adopted. Last year there was but one prosecution, and in this case the defendant was fined. Every year a better knowledge of The School Attendance Act is being diffused among the people in the inspectorate.

RURAL HIGH SCHOOL CONSOLIDATION.

One of the outstanding educational problems in this inspectorate is the improvement of rural school conditions, and especially that phase which relates to the need of providing better facilities for boys and girls in the country to obtain a High School education. A very small percentage of country pupils ever get beyond Grade VIII; present conditions render this impossible. At the present time, when a boy or girl living in a rural district over four or five miles from a town, wishes to take up High School work, the parents must either leave the farm and move to town in order to keep the child under parental influence, or else send the child to board in town at an age when convictions are not strong, when the judgment is not mature, when character is being formed, and when, therefore, the child should be under the direct control of the parents. Either course is undesirable. Rural High Schools are, therefore, much needed. Rural school consolidation will slowly solve the problem; but there are many parts of the country where the difficulties of transportation will render the adoption of this scheme impracticable for many years yet. For these places some quicker solution should be found. As a solution of the difficulty, I would suggest the desirability of legislation which would allow two or more rural districts to consolidate for High School purposes only, while continuing to operate their respective public schools as separate and independent units. That is, five rural districts, say, would be allowed, upon a majority vote, to consolidate and build a central High School. One ratepayer from each district would be elected annually as a member of the High School Board. Each family sending children to school would be expected to provide its own transportation. Whether these districts lay within or without a rural municipality, would make no difference in carrying the principle into effect. Each of the districts so uniting would continue to operate its own public school, as now. If, later, with the improvement of roads and more thickly-settled country, the people within a High School consolidation

should wish to consolidate for public school purposes, also, there would be nothing in the way of this further extension of the principle; on the contrary, such an enlargement would be facilitated by the machinery already in existence.

INTEREST IN THE SCHOOL FAIR.

A school fair was held in Wetaskiwin in September last, this being the first ever held in this inspectorate, except a local one at Beaumont this year and last. Early in September I made out a prize list and called for donations. In response to this appeal a sum amounting to nearly two hundred dollars was collected. Contributions were received from the mayor and other citizens of Wetaskiwin, from the Women's Institute, from rural school districts, from U.F.A. Societies, and from the Alberta Natural History Society.

The fair was held on the Agricultural Exhibition grounds within a large tent kindly loaned for the occasion by the Department of Agriculture. On the first day the tent and staging were put up and the exhibits brought in and arranged. The general work of the fair was divided up with a competent committee of citizens to look after each branch of the work. Within the tent the central section, fifty-five feet long, with shelves on both sides, was given over to the Wetaskiwin schools, each room taking eight feet of space on either side, beginning with the kindergarten and going up. The staging around the inside walls of the tent was completely filled up with rural school exhibits. The exhibits comprised colts, calves, poultry (these to have been cared for by the exhibitor), sewing, baking, vegetables of all kinds, manual training work (both individual and collective), writing, drawing, art, composition, map drawing, competition in singing, as well as collections of weeds, seeds, grasses, gopher tails, etc., etc. The prize for the best rural school exhibit as a whole (a shield) was won by the Wang School District, while that given for the best exhibit as a whole by a graded department (a shield) was awarded to Mrs. Flavin's room in the King Edward School in Wetaskiwin. In most cases rural schools competed with rural schools and graded departments with graded departments. Each division of exhibits had two judges, these being mostly citizens of town and country.

The shields are to be competed for again next year and if won again by the same school will become the property of that school.

A full programme of sports consisting of races of all kinds, jumping, tug-of-war, etc., took place in the afternoon.

A unique feature of the fair was the free lunch given at noon to all the pupils attending from rural districts, over three hundred in all. The parents brought baskets, tables were spread, and a substantial lunch was served, including a treat of ice-cream for every child present.

Enough money was taken in at the gate and booth to pay all expenses, and to leave a surplus for next year's fair. Too much praise cannot be given the Women's Council of Wetaskiwin for their loyal support of the fair which went far to make it a success.

The Northern Alberta Teachers' Association, which includes the teachers of this inspectorate, met in convention at Edmonton in November last. The convention lasted two days and was a source of help and inspiration to those present.

Before closing this report I wish to offer a word of appreciation for those teachers from this inspectorate who have given their lives

for their country and who have found a grave on the battlefields in France. These are: William Evans, Merrill Lyle and Herbert Shaw.

John Shaw and Addison Baker having been wounded, have returned with honourable discharge.

I have the honour to be, Sir,

Your obedient servant,

M. O. NELSON,

Inspector of Schools.

REPORT OF G. W. GORMAN, B.A., MEDICINE HAT
MEDICINE HAT INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to present for your consideration the following report of the Medicine Hat Inspectorate for the year 1917.

During the early part of the year—until May—the limits of my inspectorate were those indicated in my previous report, viz., 221 townships in the south-eastern corner of the Province, extending southward from the Red Deer River to the Montana boundary, and eastward from Saskatchewan to include the first ten ranges approximately.

LONGER TERMS AND BETTER ATTENDANCE.

At the beginning of 1917 this area embraced 238 schools or departments. A special effort was made to secure early operation in the 122 rural schools, and with more success than in any previous year. A greater number of rural schools re-opened at the beginning of the term than ever before. Over sixty per cent. of these schools were in operation before March 1st, 1917, and the first week of May found all except eight schools re-opened and running. This marked increase in the length of term, together with the very noticeable increase in the percentage of attendance during the first term of 1917, have very positively, and in a very measurable way, increased the value and efficiency of the rural schools in this very large area. It is often difficult to see the direct value and advantage of much of our effort to secure greater educational efficiency, but it is very clear that the value of our schools and their efficiency can be increased definitely and positively by just the degree of improvement we can bring about in the length of the terms, and the increase in the percentage of attendance. The Operation and Attendance Branches of the Department are highly efficient and I feel safe in stating that the effectiveness of the rural schools of this inspectorate has improved twenty per cent. as a result of the persistent efforts of these agencies.

In May of this year the southern limit of this inspectorate was changed to extend only to the south line of Township 10, Range 1, running thence due west seven ranges, then north to the South Saskatchewan River, which forms the rest of the southern boundary

westward—the other boundaries remaining the same as before. These new limits embrace 195 departments. Of these, 90 are urban, all of which operated successfully throughout the year. Of the 105 rural schools, 79 were in operation for long periods and with good average results. Twenty-six rural districts were without school during the Fall term. In sixteen of these new buildings are now nearing completion, or are already contracted for, and the schools will be in operation early in the coming year. Eight remained closed because of an insufficient number of children, while the remaining two were unable to secure teachers.

NEW TOWN CENTRES.

The past term has been characterized by unusual activity in the way of organization and school building in this inspectorate, and indications are that there will be very considerable expansion during the coming year. Six new communities of importance have sprung up along the Bassano-Empress line, and these are becoming educational centres of importance. Empress is the largest of these, and here a splendid four-room brick school, excellent in appointments and adequately equipped for public and high school work, was opened this Fall.

I was able this year to visit practically all of the rural schools of my present inspectorate at least once, and a large number were visited more frequently. The general average of the work done in these schools during the past term was considerably higher than that of any previous year. There is a growing demand for longer terms of school and for better equipped teachers. Better living conditions for teachers prevail. I am able to report, too, a noticeable tendency towards greater permanency of the teachers in the rural schools. Higher salaries maintain in the country and some of our best teachers have been drawn to these schools as a result.

While the work in the rural schools has improved as indicated, there are still weaknesses and much unsatisfactory work. With many teachers there is a complete lack of good organization of the work and an absence of definiteness and clearness of purpose in the teaching. Too often these schools are, through poor management, allowed to become much too complex for efficient instruction and training. There must be a clearer conception of the ends which should be sought and better organization and management to secure these ends. We are making some progress but then our rural schools cannot be greatly improved without more time for their adequate supervision, and the education of the people to a keener sense of the importance of education to the individual and to the State.

FOREIGNERS DO NOT CO-OPERATE.

About twenty per cent. of my rural schools are in foreign communities. In these there is little sympathy with educational endeavours, and no co-operation. The whole burden of their management and operation falls upon the Department. They require a great deal of time and attention, and the results are very discouraging in many ways. These schools are improving and will respond.

The grounds, buildings, and furniture of a number of schools were improved during the past year, adding much to their attractiveness and comfort. The libraries are increasing in size. The books are better cared for and in wider use.

A high standard is being maintained in the urban schools of this inspectorate, and there has been marked expansion. The Redcliff School has grown to ten rooms, and the first three years of High School work is successfully taught.

The schools of the city are doing excellent work and serving a very large area. Here we have the best obtainable in buildings and equipment—an excellent staff of teachers, efficient management and expert supervision.

The South-Eastern Alberta Teachers' Association has greatly increased in membership. This year's convention was a notable one in point of attendance and value. Over 160 teachers were present, and much interest was manifested in the well balanced practical programme.

I have the honour to be, Sir,

Your obedient servant,

W. G. GORMAN,
Inspector of Schools.

REPORT OF J. W. RUSSELL, B.A.
RED DEER INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the Red Deer Inspectorate, covering the Fall school term during which I was in charge.

The Red Deer Inspectorate underwent a change in boundaries, which took effect in September of this year. As at present constituted, the Red Deer Inspectorate comprises the territory within the bounds of the Red Deer River to the south, the western boundary of Range 1, west of the Fifth Meridian to the west; the eastern boundary of Range 24, west of the Fourth Meridian to the east, and the section line running east and west to the range boundaries above referred to, which marks the northern boundary of the half sections in Township 43; together with that territory south of the Red Deer River enclosed by the northern boundary of Township 34.

There are 145 school districts or graded departments in the Red Deer Inspectorate. Forty-five of these are graded departments, and the remaining one hundred are rural schools. In two districts which I visited, the schools were not operating, one on account of the resignation of the teacher, and the other on account of scarcity of funds.

This inspectorate has been settled for many years and there is but little outside unorganized territory. There will probably be very few additional school districts organized, though readjustment of boundaries from time to time may be necessary.

MALE TEACHERS SCARCE.

Having been transferred to the Red Deer Inspectorate in September, my time for visitation of schools was rather limited. I was able to inspect the work of 67 teachers. Of these, sixteen per cent. held First Class Certificates; fifty-one per cent. Second Class Certificates; nineteen per cent. Third Class Certificates, and fourteen per cent. held "permits" to teach. As the staff of only one town school is included in this number, these percentages are fairly representative of the professional standing of the teachers in this inspectorate. As will be noted, the percentage of permit teachers is relatively large. This is, without doubt, due to the increasing scarcity of qualified teachers, and also to the greater number of graduates of high schools who teach for six months before proceeding to their Normal School course. These student teachers have, under existing circumstances, performed a good service to the province. It is significant to note that only six per cent. of the school rooms I visited this Fall were in charge of male teachers, and of these teachers not one was eligible for military service.

In the Red Deer Inspectorate there is only one district in which an Official Trustee has been appointed.

The maturing school debenture coupons in this inspectorate were being discharged satisfactorily. A large percentage of the school districts are free from debt, and are in a position to undertake the improvement of school property, but not all of them are doing it.

Consolidation has been effected during this Fall at four centres on the Grand Trunk Pacific Railway line which traverses the eastern part of this inspectorate. These points are Ardley, Delburne, Lousana and Elnora. The consolidation of so large a number of school districts contiguous to each other, with quite remarkable unanimity, is an indication of the increased interest being taken in the province to solve the problem of providing better rural school services.

During the Fall of 1917 the question of securing sufficient help to take off the harvest and to do the Fall work was a very serious one. This lack of labourers was very disturbing and injurious to school attendance, but, in the very great majority of cases coming to my notice, the excuse for keeping pupils out of school was reasonable. It was necessary to issue a few warning notices and to prosecute under The School Attendance Act in only one case. A conviction was secured.

LIBRARIES GREATLY IMPROVED.

Having in mind conditions as they have been found in two inspectorates, I am of the opinion that it is quite clear the provision at present in force in the Department of Education for supplying school library books to schools, in lieu of the former library grant, has produced results that could scarcely be hoped for, or at least were not realized, under the former system. Schools are now having placed in their libraries books of satisfactory type and variety for the several grades. The teachers are able to make use of these in their class-room work, and have at their disposal a selection wherewith they can incite in the child a taste for private reading. The school libraries are being more generously patronized by the pupils and in many cases an interest in them is being shown by the community. A few complaints have been made as to what seemed unnecessary delay between the

ordering of books and the receiving of them, but there is unanimity of opinion that the present system of providing our schools with library books is entirely satisfactory.

SCHOOL EQUIPMENT.

In a few of our schools the equipment provided is very meagre, but in the majority of instances it is reasonably generous. The best equipped schools, as a rule, are those of recent construction. In some schools such equipment as is provided is little used and is of a poor sort. There are still found in some of our schools double desks of ancient type, limited blackboard space, useless dictionaries, miniature globes, inadequate heating appliances—evidence of little effort to minister to the comfort or the convenience of pupils or teachers. There is, however, satisfactory improvement shown in a still larger number of districts. This equipment is especially necessary in primary work. A few teachers supply their own material. A few School Boards neglect to provide for an adequate supply of water for school purposes or to provide for the proper caretaking and cleaning of the school-room. In these and in other instances, however, a progressive teacher has little difficulty in having conditions changed.

Speaking generally, not much attention is given to the improvement and beautifying of school property. School Boards and also teachers are not yet seized with the need of making their school premises one of the bright spots of the district.

SUPERVISION NEEDED FOR GARDEN WORK.

With regard to school gardening, there appears to be an uncertainty as to results, because of adverse conditions and a hesitancy to undertake the work because of an absence of uniform supervision or direction, with the result that probably in the majority of instances there is nothing worth while attempted or accomplished in this line. Judging from past observation, it does not appear to me that much work of a nature sufficient to justify the time necessary in its performance can be followed through to a successful issue without a greater uniformity of effort and a more direct supervision than is now the case. The school gardens, conducted under the direction of the officials of the Claresholm School of Agriculture, which I had the pleasure of observing, owed their success primarily to the effective supervision that was given them.

With respect to the efficiency of our teachers, it can be said of probably the majority of them that their work is undertaken with an aim and a seriousness of purpose that is most commendable. In other cases there is no serious motive behind the work. Judging from the evident lack of preparation in undertaking class work, absence of timetable, indifference as to method of presentation, denial of blackboard work and general apathy, the work is ineffective. When a school falls into the hands of an indifferent teacher or is in charge of more than one of this type for two or more short terms, the damage done is irreparable. Some do not display the skill on organization of work or consolidation of classes in our rural schools that is a prime requisite of successful work. But, I am glad to say, that there are those teachers whose work is of a high order. They are performing a service in their respective districts for which the reward, whether it be monetary in nature or sympathetic in character, is quite out of proportion to the value of the work done for that district.

In too many instances, though there appears to be a corrective process at work, the amount of time devoted to the study of Arithmetic is too great, and the nature of the work taken is not sufficiently practical or useful to justify the time spent. There is not a sufficient directing of pupils in this work, nor is there a sufficient speeding up with a view to conservation of time and energy that is necessary. Dependence by a teacher on her own good model in Reading cannot take the place of intensive teaching. There is an improvement in the purpose, selection and teaching of Spelling. Writing is receiving in many cases little attention. It is surprising, in other cases, where the subject is well taught, what good results can be obtained. Geography, Grammar and History are taught too largely as text book studies, on apparently a give-and-take basis. The teacher gives the lesson and the pupil the time supposed to be sufficient for the preparation of the lesson, but there is no real object apparent, no inspiration, no incentive, and, as a result, no real Geography, Grammar or History lesson. Nature Study is frequently book study. There is improvement in Oral and Written Composition, but too many teachers are careless in the use of the opportunities afforded by these subjects to greatly help their pupils. In Art and in Manual Training there is not much of a progressive kind being done in our rural schools. The immense amount of work incident in the typical rural school, with the large number of classes, necessitates the neglect of some of the work. There is improvement in Physical Training and a saner view in its purposes and benefits is being manifested.

In the matter of play-ground supervision, encouraging and inciting pupils to play games well, teaching of healthful athletics, our teachers are not fully grasping the possibilities that offer in inculcating these principles of good citizenship which the school ground perhaps better than any other place offers.

I had not opportunity to visit more than one graded school during the time at my disposal in this inspectorate.

At Red Deer, on October 4th and 5th, the annual convention of the teachers of the Red Deer Inspectorate was held. There was a large attendance. A very interesting programme was provided by the executive of the Association. Two excellent addresses, given by Rev. Dr. Dyde, Principal of Robertson College, Edmonton, were heard with profound interest and appreciation, while the addresses given by Miss Fisher of the Calgary Normal School, were of great value, particularly to the rural teachers in whose interests they were given. The address given by Mr. Stickle, of the Camrose Normal School, was listened to with much interest and aroused serious thought and discussion.

I have the honour to be, Sir,

Your obedient servant,

JNO. W. RUSSELL,

Inspector of Schools.

REPORT OF F. G. BUCHANAN, B.A.
HANNA INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Hanna Inspectorate for the year ending December 31st, 1917.

The size of this inspectorate was materially decreased during the year by the transfer of thirty rural districts to the Stettler and Bassano Inspectorates. The inspectorate now comprises about 155 ungraded and 18 graded departments. A fifth department has been added recently to the school in the town of Hanna.

Twenty of the rural districts, a number of them recently organized, were not in operation this year. In six of these arrangements had been made with the Boards of adjoining districts, and the children were being driven to and from school; in five others the few resident children were attending the nearest schools on their own responsibility; the majority of the remainder are planning to build either permanent or temporary school buildings during the coming year.

THE OFFICIAL TRUSTEE.

The dry weather and the greatly improved roads made the year unusually favourable for driving. Practically all districts were visited once, quite a number twice, while a certain few required frequent visits. More time than in previous years was spent on cases of investigation under the instructions of the Department. In a number of these, difficulties had arisen in the organization of new districts which required alterations in the boundaries of adjoining districts. As there is still a considerable amount of unorganized territory in this inspectorate, the amount of this kind of work is not likely to decrease during the next few years. The duties of official trustees also required more of my time than in previous years. At present I have charge of the affairs of three districts.

No new consolidated districts have been organized during the present year. In the early part of the spring term, however, I attended fourteen meetings held in rural schools in four different localities, to discuss the feasibility of consolidation. In only one locality was the matter voted upon, and in this case all the rural units defeated the measure. The likelihood of increased cost and a local jealousy between village and country were the apparent causes of the adverse vote. In the three other localities the unfavourable nature of the country and the roads and the lack of interest and leadership resulted in the matter being dropped. The two consolidated districts that were formed last year are doing efficient work this year and are giving general satisfaction to parents and ratepayers.

In a great number of rural districts the attendance of children at school has been irregular and unsatisfactory despite the commendable work of the Attendance Branch and the teachers. The increasing

difficulty of securing help on the farms has made the detention at home of school children for work very frequent, especially during the busier months of the year. The operation of all rural schools during the winter months would offset to some extent this great loss to rural children in the matter of education.

MEN TEACHERS SCARCE.

Of the 135 inspections made during the year, seventeen per cent. of the teachers had First Class Teaching Certificates, forty-eight per cent. had Second Class, ten per cent. Third Class, and twenty-five per cent. were on permits. Of the above number of teachers, only thirteen were men and but seven of these were found in rural schools. It is unfortunate that men are being practically eliminated from rural school teaching, and it is to be hoped that with the conclusion of the war this work may be made sufficiently attractive from financial and professional standpoints to induce more to enter it.

Generally speaking, teachers are putting forth their best efforts to do effective work. But those on permits, unless they have had some previous experience or are of mature years, are rarely successful in spite of their endeavours. On the whole, good results are being obtained in the teaching of Reading, Writing, Spelling, Geography, Composition and Arithmetic. Teachers have expressed their appreciation of the improvements in the revised course of studies. The specifying of the maximum time to be spent in the various grades on Arithmetic has improved the teaching of this subject. The more detailed definition of the prescribed work in History and Nature Study has afforded varied and abundant material for the teaching of Oral and Written Composition. Many teachers neglect the work in Physical Culture. Current events, particularly with reference to the war, receive considerable attention in the majority of schools. A number of teachers had good school gardens this summer in spite of the dry season. From the standpoint of interest aroused among parents and pupils and from the financial return, the garden in the Belle Plains School District, in which Mr. C. F. Mallett was the teacher, was probably the most successful. A school fair was held this Fall among the rural schools about the village of Craigmyle.

A circulating teachers' library, after being discussed at conventions of the inspectorate, was instituted this year. At present the books number about fifty, and the demand for them during the Fall term has been very encouraging.

The fourth annual convention of the teachers of the Hanna Inspectorate was held in Hanna on October 18th and 19th. The attendance was smaller than in previous years, due to stormy weather and bad roads. About fifty teachers were present. Mr. McNally, the Principal of the Camrose Normal School, assisted greatly in making the convention both interesting and beneficial.

I have the honour to be, Sir,

Your obedient servant,

F. G. BUCHANAN,

Inspector of Schools.

REPORT OF W. J. McLEAN, B.A.

CORONATION INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I beg to submit for your consideration the following report on the Coronation Inspectorate for the year 1917.

The boundaries of the inspectorate remain almost the same as in 1914, the only change being the addition of five districts previously in adjoining inspectorates. Within these boundaries there has been a gradual development—additional districts formed and new schools built. At the close of 1914 there were 113 school districts and there are at present 155, so that deducting the five districts which have been added, the number formed within the inspectorate during the last three years is 37. There is still enough unorganized territory to make another thirty districts, and I should judge that within the next two years this will be nearly all organized into school districts. There will then be approximately 185 school districts within the inspectorate.

This organization work makes it necessary to encroach to some extent upon established districts, and may necessitate the moving of schools. The ratepayers concerned sometimes look upon this as an injustice, but when the country was first settled the most desirable land was taken first, and the Department of Education took steps to ensure an education for the children of the first settlers. Educational services were necessary and permanency in the limits of particular districts was scarcely possible. Caution has been exercised to avoid, where possible, the changing of boundaries of organized districts.

SCHOOL BUILDINGS.

During the past year eleven new districts were organized and eight schools built. One of these was a fine four-room, brick building at Consort; four units in this locality having consolidated. Owing to a difficulty in securing carpenters, five or six schools which I expected would have been erected before the close of the season must be left over to swell the work of another year. It will be necessary for us to build twelve schools during 1918. In many districts there has been a considerable increase in the number of children of school age, and in the light of this, one hesitates in recommending the size of school to build. In several instances the schools are too small and the partitions between the class rooms and cloak rooms will have to be moved in order to furnish accommodation.

HIGH SCHOOL WORK.

There are now, in this inspectorate, three centres where students may take the work up to and including Grade XI. These centres are Castor, Coronation and Consort, and they are located at intervals of twenty-five and thirty miles along the Canadian Pacific Railway. With another centre farther east, secondary education will be fairly well provided for, and this centre will be established within the next two years. During the winter months the town and village schools have an increased attendance as the adjacent rural schools are sometimes closed and parents arrange to have their children attend the nearest town schools in operation.

There is a growing tendency to keep the rural schools in operation throughout the winter and thus give to the older children, who may be required to be kept at home to work during the summer, the opportunity of some two or three months longer in school. Where the children are young, the long vacation is taken during the months of January and February, with a break of a couple of weeks in August, so as not to have an unbroken school period of eight or ten months. In some districts the trustees endeavour to keep down expenses by opening late in the Spring and again closing a month or two before the end of the year. It has been my experience that the attendance in these schools is not the most regular, and as a result, some pupils who should be attending school for ninety per cent. of the time are not present for more than half the school year. The Attendance Branch keeps in close touch with these conditions through the Monthly Attendance Reports, and it is now much more difficult for a negligent and indifferent parent to evade the Attendance Act than was formerly the case. There are still several schools in this inspectorate where the attendance is by no means what it should be and for one reason or another it is difficult to improve it. Notwithstanding these exceptional cases, there is general improvement in the matter of attendance.

There has been a wonderful improvement in financial conditions in this part of the province during the past three years, and trustees have been able to pay off debts as well as to keep their schools in operation. The expenses in connection with the running of schools is increasing, however. Teachers have to be paid higher salaries, houses have to be built for their accommodation, school and grounds fenced and improved, as conditions which would do in the past will not satisfy now.

SCARCITY OF TEACHERS.

It is apparent that the problem of securing competent teachers is going to be a difficult one, and as the supply is limited, competition between districts must arise. The question of salary is not everything, as congenial surroundings such as a good boarding house, an agreeable people, a neatly kept school and school grounds, etc., aid much in securing and retaining a good teacher. Some districts have always a difficulty in getting them, while others have little trouble in securing efficient teachers. The number of teachers' houses is steadily increasing and where there is a farm house near at hand or where the house is to be occupied by a married teacher, they are an advantage.

During the year 122 qualified and 40 permit teachers were employed in the schools of this inspectorate. Of the qualified teachers nearly all had First or Second Class Certificates. The permit teachers were made up largely of students who had passed the Grade XI and Grade XII examinations and who were intending to enter the Normal School when their permits expired. In addition to these students there were several experienced teachers from Great Britain, the United States and the eastern provinces. The majority of these were capable persons and gave good satisfaction. Where they possessed the necessary education and ability to teach, the Department of Education, upon the request of a district and a recommendation from the inspector, granted a second permit. It would be a decided advantage to all parties concerned, were these teachers to have a month or six weeks at one of our Normal Schools in order that they might get acquainted with our system of keeping register, with the programme of studies, and the other necessary points in connection with the proper management of a school. They would be more useful.

The quality of the teaching done during the year was, on the whole, good, notwithstanding the fact that a number of very efficient teachers of the inspectorate either left the profession or secured positions as teachers in towns or cities.

There are, in this inspectorate, three consolidated schools. Two of these are small, being made up of two units each, while the third, which has as centre the village of Consort, is a four-district consolidation. This district became operative at the beginning of December, so I cannot say yet as to its real advantages. They have an excellent building, three efficient teachers, and under the principal in charge must meet with success. I think that few of the ratepayers who have children to attend school would care to return to the old system. The other two districts employ only one teacher and even this small aspect of consolidation has advantages over the single district.

IMPROVEMENT OF SCHOOL GROUNDS.

Notwithstanding the fact that the season of 1917 was rather dry, there has been an increase in the number of school gardens. As a rule, these do not take on any pretentious appearance. They are becoming better each year and grounds with a few shrubs, flowers or even grains or vegetables are more pleasing to the eye than is a bare unimproved plot. I feel that in this country the aesthetic need is as great as the need for instruction, but even a plot of potatoes is a sign of interest and is an improvement to the grounds. The teacher who can find the ways and means of getting a plot of ground tilled, and who, with the children can plant and keep this clean and attractive, is a better teacher than the one who cannot. It is here that the teacher who has attended the Summer School shows more enthusiasm and resource than the teacher who has not. There are several teachers, however, who have not had the privilege of attending any such school who have managed to beautify the grounds by prevailing on the trustees to do some plowing and then securing the co-operation of the children and parents in planting and caring for the same. In one district the teacher had the trustees till a strip of ground along the fence and then she and the children planted a plot of potatoes, from which they raised over twenty bushels. These were sold and the proceeds given to the Red Cross Fund. This tilled land is now in good shape for the planting of trees.

The teachers' convention for the inspectorate was held in Coronation and fifty teachers were in attendance. This was the first convention of the inspectorate by itself. A joint convention was held with Stettler Inspectorate in the two previous years. Miss Dickie, of the Camrose Normal Staff, and Mr. Ross, Deputy Minister of Education, were present and the teachers expressed themselves as being highly pleased with the addresses given. Several teachers who are graduates of American Universities and Normal Schools, and also a number from the eastern provinces, were present and it was a pleasure to the officers in charge to see how enthusiastically they took part in the work and the assistance they gave to make the convention a success.

I have the honour to be, Sir,

Your obedient servant,

W. J. McLEAN.

Inspector of Schools.

REPORT OF J. E. HODGSON, B.A.
MACLEOD INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Macleod Inspectorate for the year 1917.

The area of the Macleod Inspectorate has been reduced slightly during the year by the transfer of four village and two rural districts to the Lethbridge Inspectorate, but as two new schools have been built and five additional class rooms are being provided for the graded schools, the number of departments shows only a slight decrease. There are only four districts not operating schools, but in these there are practically no children of school age. Three districts arranged for the education of their children at Claresholm and Granum schools, vans being provided for their conveyance. Two districts were organized during the year, one of which succeeded in building a school and operating it during part of the Fall term.

FINANCIALLY STRONG.

The rural districts in the inspectorate have enjoyed a year of exceptional prosperity. The yields of grain are not equal to those of 1916, but the high prices obtained enabled the farmers to realize excellent returns. The mining districts have also had an exceptionally good year as there has been a heavy demand for coal. Trade conditions in all the towns and villages have been very satisfactory.

The results of this prosperity have been very marked. The rural districts, with few exceptions, experienced no difficulty in collecting taxes, and practically all are entering upon the duties of the new year with all their obligations met, and a substantial balance to their credit in the bank. A few districts had been badly managed, and had allowed large amounts of arrears of taxes to accumulate. In these I was compelled to use strenuous measures, with the result that they are now in good position financially.

The general prosperity is reflected also in the condition of the school buildings, which are almost invariably in excellent condition and present a clean attractive appearance both inside and out. Nearly all of the schools have been equipped with modern heating and ventilating systems, the majority being of the Waterman Waterbury type. The movement to make the school grounds more attractive by planting shelter-belts of trees is growing and more progress was made in this respect during 1917 than in any preceding year.

The school population of the inspectorate has shown during 1917 a decided increase. This is due in part to more permanent and settled conditions on the farms, and in part to the efficient work of the Attendance and Operation Branches of the Department. There is a demand for the operation of the schools for longer periods each year, and the majority aim to operate as yearly schools. The schools in nearly all of the mining centres are over-crowded, and additional class rooms, generally in temporary quarters, are being provided to relieve the congested conditions.

The shortage of teachers has not affected this inspectorate very seriously during the past year. A larger percentage of the schools was in operation than during 1916, but it was necessary to employ

many who had not had Normal training, for the outlying districts. The vigorous campaign conducted by the Department and inspector with a view to securing teachers produced decidedly beneficial results in regard to school operation.

The rural schools suffer from frequent changes of teachers as not more than half of them are under the direction of the same teacher for two successive terms. This does not appear to be due to any considerable extent to undesirable social or economic conditions as rural districts present in these respects a fair degree of uniformity, but arises from a desire on the part of the teacher to see the different parts of the country. This is particularly true of the teachers who have come from points outside the province, and the ease with which positions can be secured in every inspectorate leads to less hesitation on the part of the teacher in presenting her resignation.

The most decided improvement is noted in those localities adjacent to the smaller High School centres, as the graduate from these schools endeavour to secure and hold positions near their homes. This is particularly noticeable with the graduates of Pincher Creek, Cardston, Macleod and Claresholm and leads one to hope that the development of our smaller High Schools will contribute in no small degree to the solution of the teacher problem.

MAKING DOUKHOBORS CANADIANS.

During 1916 and 1917 the Doukhobor Society purchased extensive tracts of land in the vicinity of Cowley and Lundbreck, partly in these school districts and partly in unorganized territory to the north and south. The attitude of the members of this society towards public school education is uncertain, although I have been assured by their leader, Mr. Peter Verigne, that he has requested the parents to send their children to the public school. I found it necessary, however, to prosecute their local leader for non-attendance of his child and have since experienced very little difficulty in securing the attendance of the children of those permanently residing in Lundbreck and Cowley School Districts. They have made no demand for schools in the unorganized territory in which they have settled and it will be necessary to erect at least three new districts in order to provide educational facilities for their children. Being under the direction of one central organization, they are moved about from farm to farm according to the demand for labor, and it is exceedingly difficult under existing conditions to secure information regarding their movements or to ensure the attendance of their children at school. If it were compulsory for those having children of school age to report on entering or leaving a school district, the problem of compulsory attendance would be greatly simplified. The children in attendance at Cowley and Lundbreck Schools are reported to have good average ability, and I am of the opinion that they will make good citizens if they receive adequate training in our public schools.

A joint convention of the Lethbridge and Macleod inspectorates was held in Lethbridge and was well attended. The addresses of Dean Howes, of Alberta University, and Dr. Coffin, Principal of Calgary Normal School, were deeply appreciated. The convention was in every respect a decided success.

I have the honour to be, Sir,

Your obedient servant,

J. E. HODGSON,

Inspector of Schools.

REPORT OF E. S. FARR, B.A., LL.B.
PEACE RIVER INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the Peace River Inspectorate for the Fall term of 1917.

This new inspectorate includes all settlements in Alberta north of the 55th parallel of latitude and west of the 5th meridian. The settlements lie largely around the three centres of Peace River, Spirit River and Grande Prairie, and along the Edmonton, Dunvegan & British Columbia Railway as far east as Smith.

Prior to this year the inspectoral work throughout this area was performed by visiting inspectors during the summer months. The extent of the Great Northland, and the amount of its school organization work this year necessitated the formation of an Inspectorate and the appointment of a local inspector.

THE OPENING OF A NEW LAND.

Northern Alberta, otherwise known as the Peace River or Grande Prairie Country, is a comparatively new land. Prior to the last decade, its great resources were known only in a small way to the metis, the adventurer, and the fur-trader. As the romantic stories of this isolated land came to the outer world, it began to engage the attention of prospective settlers. But it was an isolated land. Many stout hearts fainted on the long trail to Athabasca, and then to Lesser Slave Lake, across this extensive lake to the Smoky, and then on to the Grande Prairie or the Peace River districts, not less than 400 miles, with all the handicaps of slough, marsh and woodland. At a later date the Edson-Grande Prairie trail was built, which greatly lessened the length of the tiresome journey.

The difficulty of entering this isolated land, its comparative inaccessibility, had a very direct bearing on the character of its population. The craven turned back; only the sturdy, ambitious and determined pressed on to the goal. Nor were these all the qualifications of the successful. The pioneer must have succeeded elsewhere. He must have money to accomplish the trip; money to establish a home, and all commodities commanded an exorbitant price; money and ingenuity to live out of reach of a market, and there to await the coming of a railway. In 1915 the railway came, not from the south as expected, but from the east. Since that date the settling of the North has advanced rapidly.

The Mecca of the sturdy pioneer was worthy of his toil and of the lonesome trail. It has proved a great land. Under the towering peaks of the Rockies on the west, watered by the majestic Peace and her tributaries, it is a land of millions of arable acres, of vast rangelands and of forests. Wheat, cattle and lumber constitute its present productions. Equally great are the promises for the future development of mine and fishery products.

At the beginning of the current year there were 52 school districts in this inspectorate. During the year 18 new districts have been

erected. A great deal of the work of forming these districts was undertaken by the inspector. The plan is being followed of providing school facilities as soon as possible after the district has taken its first step toward formation; and temporary schools are utilized, until such time as permanent buildings can be erected.

Eight appointments as Official Trustee were made during the year; one to overcome financial difficulties, one to discharge obligations arising from the building contracts, the remaining six to expedite the providing of school facilities. In two of these, Boards were subsequently elected.

In Grande Prairie a new four-room school with full basement was erected this year at a very conservative cost. The building is of fine architectural design, and is modern and well equipped in every particular. It will provide the secondary education for the Grande Prairie district, as is shown from its already large enrolment of 110. Excellent schools following the Government plans were also erected in the Clairmont, Kleskun Hill, Kleskun Lake, Crystal Creek and Perey School Districts.

Consolidation of rural schools has become a subject of absorbing interest in many communities. The need of more advanced instruction and more specialization, together with the excellent roads in many parts, is making the movement popular. This year High Prairie formed a three-unit consolidation and the trustees intend building early in the new year. Other districts are working toward the same end.

The work of inspection of schools and their secretarial records proved a very pleasant task. For a new country, the greater proportion of the teachers are quite capable in the method and the content of their instruction. Civics was particularly well taught in many schools. The three R's were emphasized; Writing and Physical Culture, on the other hand, were rather neglected.

In the newer districts retarded pupils of thirteen years and upward are often found, who have not mastered the elementary principles. It is often necessary to impress upon the teacher the necessity of giving these pupils principally the subjects they will need most in their life work.

Awards under the Strathcona Fund for the stimulation of instruction in Physical Culture were made to the following districts for the creditable work done by their teachers in this department:

Bezanson School District No. 3302; Miss Ida M. Colby, teacher.

Spirit City School District No. 3361; Miss Edith Cassidy, teacher.

West Peace River School District No. 3300; Miss Edith Robertson, teacher.

Thirty cases of irregular attendance were dealt with during the term. While in each case an explanation of the law was sufficient, in eighteen cases the official five days' notice was sent to emphasize the explanation. No prosecutions were necessary.

In some of the municipalities the School Boards have had some difficulty in securing their finances from the municipal officials. This condition will rapidly correct itself as the newer municipalities develop in experience.

I have the honour to be, Sir,

Your obedient servant,

E. S. FARR,

Inspector of Schools.

REPORT OF L. J. WILLIAMS, B.A.
TOFIELD INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the Tofield Inspectorate for the year 1917.

Tofield Inspectorate extends principally along the main line of the Grand Trunk Pacific Railway from the Alberta-Saskatchewan boundary to a point twelve miles east of Edmonton, and varies in width from fifteen to sixty miles. It comprises one hundred and sixty-five school districts, of which one hundred and fifty-eight had schools in operation during the year.

Owing to the scarcity of teachers, twenty-five per cent. of the rural schools visited were in charge of permit teachers. While most of these teachers were without previous experience, they, in general, put their best effort into the work, and fair results were obtained. Many rural School Boards, however, are employing teachers of especially good standing, one in every eight of these teachers holding a First Class Certificate. Five of the rural schools visited were in charge of University graduates.

SCHOOL IMPROVEMENT.

Much remains to be done in the way of making the rural school attractive, but a goodly number of districts are doing nicely in this particular. One in seven of those visited have playground equipment of some kind, Thule and Holmdene, adjoining districts, having the best. Some excellent school gardens were observed, the best being those of Rodino and Prospect Valley schools. In many cases native groves have been left in the school grounds, but planting of trees and shrubs has not been done to any large extent.

Rodino School District affords an example of what can be done in making school grounds and buildings attractive. An excellent school garden, flower beds, hedge, planted trees, native grove, clean grounds, and attractively painted, well-kept buildings, make the school property a veritable beauty-spot. This school has also the best interior decoration I have seen in a rural school.

SANITATION AND VENTILATION.

There is room for great improvement on the hygienic side of rural school life. Many of these schools were constructed before the matter of ventilation was receiving the attention it deserves, and only one of every four visited has a ventilation system. The Waterbury, Hero and Smith systems are the most common, and these are generally satisfactory. In several instances ventilation flues used in conjunction with a common stove give very good results.

A better provision of water, towels and soap is also desirable. Two-thirds of the school districts visited have no water supply on the grounds, and in thirteen cases that came under my observation

the children carry their own drinking water or go without. Three in every five schools visited have a very poor provision for clean towels, soap and wash-basins. I have brought this matter to the attention of the trustees, and on my next visit expect to see an improvement.

SCIENCE EQUIPMENT NEEDED.

The eight graded schools of the inspectorate are in general efficiently operated and satisfactorily equipped. The main thing lacking is a complete Science equipment for the work of the High School grades, but considerable improvement in this respect has been made during the year. A very creditable four-roomed school has been erected at Tofield, replacing the one destroyed by fire a year ago. The trustees at Chauvin have in view the erection of a new school during the coming summer. They advanced a consolidation scheme by which neighbouring districts would have the benefits of a graded school, but the plan was defeated at the polls.

The efforts of the Attendance Branch of the Department of Education to secure a better observance of the School Attendance Act have been quite successful. It was necessary to serve warning notice in only seven cases. Four of these secured regular attendance of the children concerned and prosecutions are pending in the other three cases.

During the year meetings were held at Round Hill, Chauvin and Ribstone to discuss the subject of the consolidated schools. Votes were taken on the advisability of forming consolidated districts with schools at Chauvin and Ribstone, but an adverse vote was recorded in each case. As the plan of consolidation becomes better known, however, I feel sure that the movement will gain impetus, and that the discouraging school of a half-dozen pupils will become a thing of the past.

LOCAL SUPPORT OF SCHOOL FAIR.

A school fair was held at Ryley in September. Ten schools entered the competitions, each district subscribing ten dollars for prize-money, which was augmented by private subscriptions. Prizes were awarded for the best school garden, best grounds and equipment, best school library, best interior decoration, nature study collections, Manual Art, Writing, collections of vegetables, etc. The competition was keen in most cases, and altogether the results were very encouraging. It is probable that the fair will be made an annual event.

Teachers of the Tofield Inspectorate in the vicinity of Camrose joined with those of the Hardisty Inspectorate in the Autumn convention held at Camrose, while those convenient to the main line of the Grand Trunk Pacific Railway attended the one held at Edmonton. Very helpful programmes were given at both conventions. Arrangements were made for another convention at Camrose next Autumn, the Normal School offering excellent facilities for such a gathering.

I have the honour to be, Sir,

Your obedient servant,

L. J. WILLIAMS,

Inspector of Schools.

REPORT OF R. H. ROBERTS, M.A.
VERMILION INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Vermilion Inspectorate, for the period May 1st to December 31st, 1917.

I was appointed to the position of Inspector and assumed duties in this inspectorate on May 5th, 1917. There were then 148 districts or departments under my charge. Of these, 16 were graded departments. During the year nine new districts were organized.

Schools were operated in all but two districts during the year, the school term in the majority of cases being of satisfactory length. In the two districts referred to, where school was not operated, it was considered inadvisable to hold school owing to the fact that there were few children in the district and these could secure educational opportunities in neighbouring schools. The Operation Branch of the Department rendered very material assistance in securing and placing teachers with school districts. The schools were, generally speaking, manned by competent teachers who gave enthusiastic service to the districts. There is an improvement in the regularity of attendance. The work of the School Attendance Branch is producing very marked results. I have found that the majority of the people are very sympathetic towards the regulations pertaining to school attendance, and in my work as Attendance Officer, I was given great assistance by teachers, trustees and parents.

ENGLISH IN NON-ENGLISH COMMUNITIES.

There are eighteen schools in this inspectorate which have been established in non-English communities. Schools were operated in all of these districts, and in most of the schools a very creditable type of work was being done. I visited a number of these schools several times and found an increasing understanding of English by the children, as well as an increasing facility in the use of our language. The teachers in these schools were frequently genuinely interested in the special problems of these non-English people, and by their sympathy had established in the community a real interest in the work of the school. Teachers undertaking work in these schools should be given special guidance, so that from the outset the teaching may be related to the special needs of the children. There is a growing responsibility on the part of the non-English residents in the administration of their schools. With the assistance of teachers who have a true appreciation of the rights of Canadian citizenship, these schools are serving very efficiently the educational needs of the people.

LACK OF ORGANIZATION OF TEACHING WORK.

The educational work undertaken by the schools in this inspectorate is, on the whole, satisfactory. Where schools are in charge of qualified teachers the work is very well done. Teachers with provisional certificates are in most cases giving their best efforts, but their work

frequently lacks in organization and purpose. The professional assistance given the teachers by the PRIMARY MANUAL and other publications of the Department is of special value to those teachers who are beginning work in this province. The rural school teacher depends very largely on the text books. In the subject of Arithmetic I have found that the teachers are having difficulty in teaching the practical course prescribed for the schools by means of the present text.

The school library is becoming a very important part of rural school education. In many of the schools there is an excellent collection of books. Under the stimulus of the teacher these books are being freely circulated among the children and the parents.

In a number of schools the teachers have developed very creditable community centres. In order to accomplish results along this direction there must be a certain permanency of position by the teacher. I found boards of trustees anxious to retain teachers who had shown ability in teaching and in community life.

In Vermilion, Lloydminster and Mannville the schools are providing a good type of secondary education. In this respect they are serving a very large surrounding district. We are indebted to these schools for a yearly supply of very capable teachers, as the majority of students in the High School grades in these schools are seeking to qualify as teachers.

A convention of teachers of this inspectorate in association with those of Vegreville was held in Vermilion on October 11th and 12th. There were 140 teachers in attendance. This convention dealt with the problems of the teacher in every-day life. Very able assistance was given the convention by Miss E. Burnett, of Camrose Normal School, Dr. S. W. Dyde, Principal of Robertson College, and by the staff at Vermilion Agricultural College.

I have the honour to be, Sir,

Your obedient servant,

R. H. ROBERTS,

Inspector of Schools.

REPORT OF T. J. DWYER, B.A.

SYLVAN LAKE INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit the following report of my inspectorate for that portion of the year 1917 during which I was in charge.

This inspectorate includes what were formerly the western parts of the Wetaskiwin and Red Deer Inspectorates, taking in all the country from the middle of Township 34 to the middle of Township 45 and lying west of a line drawn south from the west side of Gull Lake to the Red Deer River. With the exception of a strip along the eastern

side, the country is comparatively rough and hilly, broken up by numerous small streams running in winding valleys which in some places reach a depth of two hundred feet or more, while the south-western part contains a great deal of slough and muskeg. West of the Saskatchewan and Clearwater Rivers there is not much settlement, there being at present in this part of the inspectorate only six school districts, including Nordegg, which lies sixty miles west of Rocky Mountain House. Even to the east of these two rivers settlement is rather thin except in the oldest and most favoured parts, and this results in a double disadvantage from an educational standpoint.

The first is the financial difficulty. There is still a considerable proportion of C.P.R. land not disposed of, which of course pays no taxes. A still larger proportion consists of unpatented homesteads. The majority of the holders are bachelors who are averse to paying school taxes, while the men with families are not as a rule in affluent circumstances and often allow arrears to stand over from year to year unless compelled to make payment. Add to this the fact that farmers in these newer districts have not enjoyed during the last two years the good crops with which Western Canada generally has been favoured, and it is easy to understand how many school districts have great difficulty in raising funds, while there are heavy arrears of taxes outstanding.

IRREGULAR OPERATION OF SCHOOL.

The war has added to the difficulty. Many men have enlisted, and in the few cases where they left personal property are protected against proceedings for collection of taxes. Others have actually or practically abandoned their homesteads and in many cases the school districts can do nothing but wipe out the taxes outstanding against them. This means that the remaining land holders from whom collection can be made have to bear the whole burden if the school is to be operated and liabilities such as debenture payments met.

The second difficulty is in regard to operation of schools. Many schools are kept closed on account of financial trouble as explained above, but even where funds can be raised it is hard to keep schools in operation in the newer settlements. Children have long distances to travel over poor roads. The older children, particularly during the past two years, have to be kept at home to work, and the little ones cannot go to school alone. The main difficulty, however, is to secure teachers. In outlying districts, where the food and accommodation are poor, and there is no social life, teachers will not take schools, unless occasionally, where extra inducements in the way of salary are offered. A number of schools in this inspectorate were closed for this reason in 1917, and there is not much prospect of their having teachers for this year.

ASSISTANCE TO UNTRAINED TEACHERS.

On account of the shortage of qualified teachers it has not been necessary for such teachers to take schools in out-of-the-way localities, and the result has been that these schools have had to take permit teachers, provided, even they were to be had. Some of these permit teachers do not intend to stay in the profession, take little interest in their work, make no effort to improve, and practically waste the money of the district and the time of the pupils. Others are not particularly adapted to teaching, and while with thorough training they

would probably make fairly good teachers, they show little initiative or resourcefulness, and their pupils remain at a standstill or actually fall backwards. However, it must be said that a large number of them are interested and intend to make real teachers of themselves. They are anxious to get what help they can from the inspectors or from other sources and show themselves able to act upon helpful suggestions.

For the benefit of these two latter classes of unqualified teachers—those who will go as far as they are actually taught, and those who think for themselves and develop along any lines suggested to them—it ought to be possible to provide further assistance. I have heard several suggestions to this end, such as a compulsory reading course; monthly written reports to the inspector; a period of a week or two before taking a school to be spent in a Normal School, or in a school in charge of a successful teacher. In any case I consider it essential to the success of permit teachers that their work receive more frequent supervision. This it is scarcely possible for the inspector to give directly, but I see no reason why some local teacher known to be capable should not visit each permit teacher at frequent intervals, note her weak points, make such suggestions as might appear helpful, and report fully to the inspector. The particular schools to be visited, and the time of each visit would, of course, be according to the direction of the inspector, and need not interfere to any considerable extent with the work of the teacher delegated to this duty.

At Rimbey, where six districts were nominally consolidated but were operating individual schools, three of them under permit teachers, this plan was inaugurated during the past term, though details had not been worked out very fully at the time, and definite reports were not provided for. At my suggestion, Mr. George Manson, who was in charge of the village school, was made principal of all the schools in the consolidation. A meeting of all the teachers was held and general arrangements made for the purpose of discussing school problems. The proposal that Mr. Manson should pay occasional visits to the other schools was made simply as a suggestion, but there should be no difficulty in working out such a scheme, even where schools in any particular locality are not under the control of a single Board.

On account of the rearrangements of the different inspectorates in this part of the province, my inspectorate was left without a Teachers' Association, and no arrangements were made for a Teachers' Convention last Fall. The majority of the teachers, however, were given notice to attend the convention at Red Deer, though on account of the shortness of the time a number of the teachers in outlying districts did not receive their notices early enough to make it possible for them to be present.

HOW SUBJECTS ARE TAUGHT.

In connection with the question of Busy Work, I find that teachers throughout the inspectorate are coming to realize the importance of having something more interesting and therefore more profitable for primary pupils than the dry and monotonous Reading, Writing and Number Work, which used to be almost the sole occupation of the little ones in ungraded schools. School Boards are being asked for and in most cases are providing varied forms of Busy Work material; and where they fail to respond a great many teachers are themselves providing the material or having it collected and made up by the pupils. The results are very evident: Increased interest on the part of primary

classes, better order, better progress in Reading, Language Work, Drawing, etc., and more time for the teacher to devote to the higher grades.

Progress in Reading would be still more marked in primary grades if teachers were better grounded in Phonics. Permit teachers have very little notion of teaching Phonics. Many old-country teachers are not much better, and even a great many of our Alberta-trained teachers are weak and crude in their methods, practising unnecessary vocalization of consonant sounds and failing to make proper use of analysis and synthesis of the sounds of letters. In the hands of such teachers the phonic system is not vastly superior to the old alphabetical system.

Language work should be the greatest field of the teacher's effort throughout most of the districts of this inspectorate as a considerable proportion of the population is foreign-speaking, consisting to a great extent of Finns, Swedes and Norwegians. This need is not sufficiently realized by many of the teachers; enough attention is not paid to the acquirement of a good vocabulary, to action and object lessons; too much time is spent on reading lessons from the text book, without sufficient explanation and illustration, and to reproduction of these lessons.

In Arithmetic the results are fairly good, though there is a general tendency to overlook the time limit set in the Course of Studies, as well as to run far beyond the course in the formal teaching of the four simple rules and neglect the intensive study of the smaller numbers, the divisions, fractional parts, etc., and the application of number study to Nature Work and other practical uses.

Nature Study itself, as well as Geography, History, Civics and other branches considered as partly superfluous, very seldom receive due attention, no doubt largely on account of the language difficulty.

In Drawing and Art, and to a less extent in Music, the majority of teachers in foreign communities are beginning to realize the value of such subjects in introducing their pupils to something better than they are used to in their home life. It is very instructive to note the difference between a school where the teacher makes an effort to brighten up the work by Drawing, Painting, and other Art work, by Music and Physical Training, by practical teaching of manners, and a school where the excuse is made that on account of the language difficulty, or failure to get required material, or some other imaginary trouble, only the necessary branches can be taught, and any frills and extras must be left to a later period—which never arrives.

On account of the war and the consequent falling off in settlement or actual depopulation of many districts, very few new school districts are being organized or new buildings erected. Such new buildings as there are have usually been built according to plans supplied or approved by the Department. The older schools, built before Departmental supervision was in force, usually exhibit the orthodox style, lighted from both sides, with a small porch quite inadequate for use as a cloak-room. Many of these old buildings are still in good repair, and in such cases I have recommended changing the lighting, with the double object of improving the light and allowing additional blackboard along one side.

Blackboard space is often insufficient, and in the older buildings I often find that the blackboard ought to be renewed, or at least the old blackboard re-slatted.

Not enough school districts have provided stables, and no doubt this is a factor in poor attendance or non-operation of schools in winter.

Of the stables that have been built, the majority are mere flimsy sheds, no doubt better than nothing, but cold and uncomfortable for a horse to stand in all day.

THE SCHOOL WELL.

The water supply in many schools has not received very good attention. A minority of districts have good wells; a considerable number have wells unfit for use, or with broken pumps; perhaps half of the districts rely for their water supply upon a neighboring house or spring, or leave the children to supply water for themselves.

A majority of school districts in this inspectorate have school sites of two acres, and the grounds as a rule are fairly well levelled off and cleared up. Nearly all are fenced, and many have small plots broken and worked up for a garden.

Tree planting in this inspectorate has not received general attention and will require much encouragement. A few districts have done a great deal along this line. I was particularly struck with the results obtained in the Hola School District, where a number of evergreens have been set out along the north side of the school grounds and add very much to its appearance. In a few years more these trees will also form an effective wind-break.

To sum up, a great part of my inspectorate is still in the pioneer stage; conditions are not usually all that could be desired; many districts are struggling with adverse financial conditions or find it difficult for other reasons to keep their schools in operation; too large a proportion of the teachers are untrained and cannot possibly give the best service. But I have found almost everywhere, among ratepayers, school officials, and teachers, a willingness to co-operate with each other and with the Department for the advancement of educational work so that with the return of normal conditions there cannot fail to be marked progress in everything affecting our schools.

I have the honour to be, Sir,

Your obedient servant,

THOS. J. DWYER.

Inspector of Schools.

REPORT OF A. E. TORRIE, B.A.

HIGH RIVER INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on educational conditions in the High River Inspectorate for part of the year ending December 31st, 1917.

The territory included in this inspectorate extends from the Sarcee and Blackfoot Indian reservations and the Bow River on the north to Township 13 on the south, and from Range 21 west of the fourth principal meridian to the Rocky Mountains on the west. The district west of the fifth principal meridian is largely the foothill

and mountain country, having cattle ranching as its chief industry, and is comparatively sparsely settled. Consequently most of the schools here are small and the attendance is in many cases very irregular owing to the distances many of the children have to travel. East of this the land is exceptionally fine grain land and the people have been blessed with a succession of excellent crops and are now very prosperous. This prosperity is reflected in the very fine class of farm homes now being constructed and the superior type of new schools erected, such as the schools in the newly-formed districts of Red Cross, near Vulcan, and of Cottage, north of Blackie. The Department is to be congratulated on the result of the policy of providing suitable plans for rural schools as many of the schools built before the adoption of this policy are very faulty from the point of view of the requirements of a school building in respect to lighting, heating and ventilation.

PROGRESS IN SCHOOL ORGANIZATION.

There are two problems in school organization that seem to be common in this inspectorate. The one affects the rural districts, especially while the other affects the towns and villages and the adjacent rural districts. The first of these is the re-adjustment of boundaries of districts formed before settlement assumed its present location, with the formation of new districts to accommodate the children who may be living in the remoter corners of the older-established districts. An instance of the effect of this change of location of population may be noted in the Red Cross School District No. 3446. The school in this district was opened in the summer of 1917. It has an attendance of over thirty children, while the combined school attendance of the four old districts, from which Red Cross is formed, barely exceeds thirty, two having just six pupils each enrolled at the time of my visit in September. In the district a few miles further east, Barrywater, the school, a fine brick building in excellent condition, was closed for lack of pupils, though the registers of former years showed pupils enrolled up to and including Grade X. There does not seem to be a strong general feeling in favour of consolidation among these rural districts, each ratepayer appearing to prefer a small rural school comparatively near home to a larger school more remote.

The question of consolidation is the problem confronting the town and village districts and the adjacent rural ones. The sentiment in the towns and villages is almost unanimous in favour of the movement, but many of the nearby districts do not view this movement with such favour. The Boards in the towns and villages say that they have to educate the senior pupils, anyway, and that the money from the fees that they can charge does not approach the cost of the education of such pupils, also that many rural schools are operated only in the summer, while in the winter the people move into town and their children overcrowd the town schools.

The presence of many newcomers from parts of the United States, where consolidation has been in vogue, and the success of such schools in Alberta, will eventually result in a considerable number of consolidated schools in this inspectorate. The situation of the towns on the two branches of railroad is such that a large scheme of consolidated school districts may very well be carried out. Champion (already in a consolidation), Vulcan, Brant and Blackie, on the one line, and Stavely, Parkland, Nanton, Cayley, High River and Okotoks, on the other line, are admirably situated as centres for strong consolidations.

In the actual work of the schools there are two very serious handicaps to be contended with. One of these is the presence of indifferent teachers with little or no training, and the other is the short time that in many instances the teacher remains in a school. The permit teachers frequently partially make up by their interest in the work what they lack in training and do work of real value. This is especially true of those who purpose attending Normal School, while many of those without that purpose take a school merely to earn some money and have little regard to giving value in return.

The frequent changes of teachers makes satisfactory progress of pupils almost impossible. Practically every weakness noted in the work in any class is ascribed by the teacher in charge to the former teacher. However, where a teacher has been in charge of a school for a year or more the work is generally quite satisfactory, and in many cases newcomers either from our own Normal Schools or trained teachers from elsewhere have taken hold of the work despite the adverse conditions, with commendable zeal and are securing excellent results.

SCHOOL FAIRS.

In Agriculture, the school districts in the south-western part of this inspectorate have shown the greatest interest. This is due largely to the school fair held at the Agricultural School at Claresholm, in which pupils from several districts in the High River Inspectorate competed with pupils from districts in the Macleod Inspectorate. I have hopes of school fairs being arranged at several other centres for 1918, in which I hope to have some assistance from the Department of Agriculture in matter of advice and in judging exhibits.

Of the other school subjects, the work of Geography and History is perhaps weakest from the point of view of application to local conditions and modern times. Pupils are found who can glibly name the rivers of Asia flowing north or east or south, who cannot tell you whither the stream flowing by their own school leads. Arithmetic is generally given a very large share of the time and good results are usually obtained. Composition is weak on the practical side of letter writing, and in describing events observed by the pupil, while fairly good in the matter of reproduction of stories. Reading is usually good and Writing is receiving attention in the majority of schools.

Speaking generally, the work of the greater number of the teachers is earnest, well-arranged and productive of good results, while the majority of the School Boards are enterprising and alive to the modern trend of educational activities.

I have the honour to be, Sir,

Your obedient servant,

A. E. TORRIE,

Inspector of Schools.

REPORT OF C. O. HICKS, M.A.
ONOWAY INSPECTORATE.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report of the Onoway Inspectorate for the Fall term of the year ending December 31st, 1917.

The somewhat brief time since my appointment has been sufficient to enable me to visit only seventy-two of the one hundred and fifty-five departments in this inspectorate.

It gives me much pleasure to report that generally the education of the children is receiving due attention and support from the rate-payers. It is necessary, however, to state that there are still many school districts where the operation of the school for a period of six, seven or eight months seems to be the custom. In no instance is the operation of a school for a ten-months' period impracticable, although it would be inadvisable in some districts to attempt to operate the school during January and February, owing to severe weather, heavy snowfall, and lack of good roads. In these districts it would be preferable to operate the school from the beginning of March to the end of December, continuously. Again, I find that in no instance is it the wish of the majority of the parents that the school should not be operated for a full ten-months' term. The districts which at present habitually operate short-term schools fall into two classes. The first class comprises a number of districts where the acreage of cleared, tillable land does not exceed, on the average, more than thirty acres per family. This meagre productive acreage must necessarily increase very slowly in these timbered areas, so that, for some time to come, it would appear that these pioneer districts will require a greater Government grant per day than they are receiving at present, in order to enable them to operate a ten-months' school. About one-fifth of the total number of districts not operating a yearly school in this inspectorate belong to this class.

The second class comprises those districts in which the Trustee Boards believe that their popularity with the ratepayers depends solely on striking a low tax rate. It is often the case that the trustees are the owners of considerable areas of land and may not have any children of their own to attend school. In this way a double incentive operates to keep down the tax rate, and thereby prevent the possible operation of a yearly school. About four-fifths of the total number of districts not operating yearly schools in this inspectorate belong to this class. If it were possible for the Operation Branch of the Department to act in an advisory capacity to the Trustee Boards of all rural school districts which are not operating a yearly school in the determination of their tax rate for each year, I believe that such a procedure by removing the onus of striking the tax rate would result in an appreciable increase in the number of yearly schools in this inspectorate.

A FULL DAY'S VISIT.

With the end in view of obtaining the best results from an inspectorial visit to a school district, I have come to the conclusion that much remains to be accomplished by the inspector if he is unable to spend one entire day in each district. This is more particularly true in the case of the more recently erected districts. The work of inspecting classes and the discussion of the difficulties encountered by the teacher often appear to me to be of no greater importance than the duty of meeting the School Board and discussing school affairs generally with them. The inspector seems to be the proper agent to inculcate the "get together" spirit, which is so often lacking in a rural community and yet so necessary in securing the success of the rural school.

The firm, yet judicious enforcement of the Truancy Act is proving a great boon to the children of careless parents. The Attendance Branch of the Department is proving itself to be a very necessary and efficient instrument in securing for many children the education to which they are entitled. The activities of this Branch are chiefly necessary in districts where some of the parents themselves have little or no education, and consequently seem unable to appreciate the fact that a fair education is necessary to the future welfare of their children.

Permit teachers still abound in this inspectorate. A proportion of these are endowed with natural teaching ability, and do faithful work, while others are incapable of teaching classes satisfactorily. It is probably the case that a student seventeen years of age, or over, who has attained Grade X standing would, if permitted to take Normal School training, give better service than the average permit teacher without professional training, who not infrequently is the cause of all-round dissatisfaction in a rural school district.

The difficulties arising out of the problem of school operation in mining towns will disappear when some means is provided for the compulsory assessment and taxation of the householders, the majority of whom appear to take a very live interest in the education of their children and consequently would not be averse to becoming resident ratepayers entitled to a voice in school affairs. The only alternative to this course would be the appointment of an Official Trustee for each district.

Although consolidation has not as yet made headway in this inspectorate, and although it can in all probability become general in a country district where hills, timber and muskegs are in the way, yet I found that consolidation was a live topic in those school districts which border on some main graded road, such as the Belvedere trail or the St. Albert-Westlock road, and the people in these districts have arrived at the stage where complete information on this subject is being sought.

BENEFIT OF SUMMER COURSES.

The beneficial effect of the Summer School for teachers has been very noticeable in the cases of those teachers who have availed themselves of its privileges, and it is apparent that the teaching of Nature Study and Agriculture, Art and Physical Culture has received due attention in many schools. In general it is evident that the teaching of Reading, Arithmetic, Spelling and Writing is very satisfactory. Much more time and effort should be devoted by the teachers of this inspectorate to Oral and Written Composition, since many of the children whose parents are foreigners, rarely hear the English tongue

spoken in their homes. The standing of the classes in Grammar and in Geography is quite creditable in most schools. The teaching of History and Civics is neglected generally. Many teachers tend to regard History as a suitable subject to be "read up" by the pupils themselves, who are consequently assigned a fixed number of pages to be covered each day. The principal aims in teaching History in a public school are, to present to the student in an interesting and attractive manner the story of the British and Canadian people, to develop the imagination of the student, to inculcate love of home and country, and to develop within the boy or girl an ability to discern moral truths and to make generalizations concerning cause and effect. Unless a teacher prepares the work carefully, and actually teaches the subject then, the principal value of History will be lost to the pupil. The majority of teachers in rural schools are lacking in ability to teach History; the Normal Schools should aim to remedy this defect.

School gardens are becoming quite numerous, and their effect in promoting scientific knowledge and industry among the students, in beautifying the school grounds and in developing the interest and pride of pupils, parents and teacher in their school, is very apparent.

EDUCATION IN PLAY.

A very lamentable feature of the daily routine work in the rural schools is the lack of any definite attempt on the part of many of the teachers to organize and supervise the children's play, especially at the noon hour. Too often it is the case that the teacher prefers to stay indoors during the noon hour, engaged in reading, while the pupils content themselves in aimless rambling around the school grounds or in moping. There are two causes for this condition. The first cause is the lack of equipment for organized play in schools. This could be remedied if the Library Grant for one year was diverted toward furnishing some equipment for football, basketball, baseball, volleyball, or other games, in those schools where no equipment for organized play is found. The second cause arises from the fact that many teachers feel that their duties begin and end in the classroom. This would be remedied if the Department were to emphasize the fact that one of the most important duties which the teacher can perform is to organize and supervise the children's play. By these means I feel that a very valuable aid towards the health, happiness and moral welfare of the boys and girls would be secured.

School fairs, embracing the activities of three or four schools in each case, have been successfully held in some communities. These fairs are proving themselves to be an important factor in developing "school spirit," in arousing general interest in educational work among the parents, and in suggesting to the minds of the ratepayers the benefits which would accrue through consolidation.

The Northern Alberta Teachers' Association held its annual convention on November 8th and 9th and presented a programme full of inspiring and instructive material. The attendance from this inspectorate was quite creditable.

I have the honour to be, Sir,

Your obedient servant,

C. O. HICKS,
Inspector of Schools.

ENGLISH SCHOOLS FOR FOREIGNERS

REPORT OF ROBERT FLETCHER, B.A.
SUPERVISOR OF SCHOOLS AMONG FOREIGNERS.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration my report as Supervisor of Schools among Foreigners for the year ending December 31st, 1917.

THE FUNCTIONS OF CITIZENSHIP IN FOREIGN DISTRICTS.

The supervision of school in settlements where the residents have an alien ancestry, and where in some cases both the older children and the parents were born in countries with which the Empire is now at war has a phase of national importance of peculiar interest in times like these. While the supervisor may have to assume full control in certain districts so as to have the necessary work or business done, the aim of his work is to develop the practice of democratic self-government in the community, beginning with the school district. During the past twelve years' work as supervisor in these settlements, considerable progress is noted in the practical development of Canadian citizenship. Many of the adults are serving satisfactorily as trustees, secretaries, treasurers, and in a few cases, as teachers. The children whether born in Canada or in Europe, are being fitted for future duties and responsibilities in the communities of their adopted country.

Although the supervisor's duties apply to all parts of the province, most of his time is spent in the large Ruthenian colony north and east of Edmonton. Roughly speaking, this settlement extends along both sides of the main line of the Canadian Northern Railway, from the branch line between Edmonton and Athabasca on the west, to Vermilion on the east, and has a varying width of from twenty to seventy-five miles. It has three natural divisions, each representing a different set of material and educational conditions:

The western portion, lying north and west of the Saskatchewan River;

The central portion, lying south and east of the Saskatchewan River and extending eastward to Range 8;

The eastern portion, lying east of, and including, Range 8.

MATERIAL AND INSTITUTIONAL GROWTH.

The western division is narrower and has a more diversified population than the other two. The land is rough and wooded, and it is with extreme difficulty that it is brought under cultivation. The farmer has yet to struggle for an existence, but notwithstanding the obstacles Nature has placed in their way, the settlers have provided school facilities for their children. This division, with the exception of a few small settlements, is fully organized. In two districts where the homesteaders have an average of only five acres in crop, temporary

schools were erected at a cost of about \$250 each; in the remaining districts permanent structures were erected and furnished. These compare favourably with those in older-settled parts of the province. Special mention might be made of the Eastgate School, which is built according to Departmental plans. The majority of these districts have not yet been able to keep their schools in operation for a full year, but as the last few years have been profitable ones for the farmers, it is to be expected that they will soon be able to keep their schools in operation all the year round. Three new districts were organized in this division this year.

The central section, with the exception of a narrow wooded strip along the river, is fairly open and much more easily brought under cultivation than the former. The settlers are getting into good financial condition. This is noticeable in the improvement and extension of grain-growing areas, the improvement in the equipment of the farms, and the increase in the numbers and in the betterment of the quality of live stock. Mixed farming is successfully carried on. The raising of hogs provides the chief revenue on the farms. Strong, heavy work-horses from Percheron and Clyde sires are displacing the old-time cayuse and oxen.

The effect of success in farm work is reacting on the homesteaders' ideas of comfort and living. The houses now have better floors, larger air-space, more adequate lighting, and some provisions for ventilation. Even architectural beauty is considered in the planning of their homes.

With the exception of two districts, which are already in course of formation, the central division is fully organized, and the organization work has passed into the second stage, viz., that of carving out new districts from others already existing, so as to give the children better school facilities. The Hilliard School District was formed by joining together portions of four other districts. As the number of children in Boian Marea was too large to be accommodated in a one-room building, and too large to be given sufficient instruction by one teacher, this district was enlarged after careful investigation, so that it might be strong enough financially to provide accommodation for all the children and support two teachers. This is the first attempt in a Ruthenian rural settlement to establish a partially graded school, and as the school population in a number of the Ruthenian school districts exceeds the number one teacher is able to instruct efficiently, it will be interesting to watch developments in this new direction. The people are becoming increasingly interested in school matters in this division. A number of the pupils were successful candidates at the Eighth Grade Departmental Examinations.

THE TEACHERAGE.

The teacher's house is beginning to receive attention. It is noted that a good teacher can be retained only at places where a comfortable, well-furnished teacher's house is provided. A couple of cases may be cited: The Wostok School District has provided a comfortable three-roomed teacher's house. This district has been able to retain the services of good teachers for a number of years in succession. A pupil from this school passed the Eighth Grade Departmental Examination this year. The Shandro School District has been able to retain the services of an efficient and well qualified teacher for six successive years. One pupil, twelve years of age, from this school was a successful candidate at the Eighth Grade Examination this year.

The eastern division is a rolling country. It is more broken by hills and ravines and not so well adapted to farming as the central portion. The settlement is, also, newer. Consequently, the settlers are not in as good shape financially. Very few of the schools in this division have been in operation the full year. There is not the same lively interest displayed in school matters in this section as there is in the central portion. This is due, I think, to the difficulty of securing satisfactory results in the short-term school and the extreme difficulty of retaining the services of the same teacher for two or more successive terms.

SHORT SUPPLY OF TEACHERS AND SHORT-TERM SCHOOLS.

The supply of teachers early in the year was contrary to expectation, quite adequate and every Ruthenian district which had a school building erected was in operation part of the year. Towards the end of September teachers became scarce, and a number of the schools had to close because teachers could not be secured.

Trouble arises in some of the Ruthenian districts through the failure of the School Boards to be guided by the instructions of the Department in the matter of raising money by debenture issue, and in erecting and furnishing the school building. Some of the Boards appear to wish to follow their own will in this matter, and not the instructions of the Department. I have found, upon investigation, that this mistake, if allowed to go uncorrected, entails a loss to the ratepayers of considerable money. A personal visit is usually all that is required to put the School Board right, but in one instance it was found necessary to appoint an Official Trustee.

While there have been difficulties, and in a few cases failure to reach the ideal of good school services, on the whole the outlook shows in the settlements, the founders of which came from countries governed by autocracy, that practical progress has been made in establishing the principles of democracy.

I have the honour to be, Sir,

Your obedient servant,

ROBERT FLETCHER,

Supervisor of Schools among Foreigners.

REPORT OF R. V. HOWARD, B.A.

ENGLISH SCHOOL FOR FOREIGNERS.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the work of the English School for Foreigners for the year 1917.

The total enrolment for the Spring term was thirty-three. Of this number sixteen were in the High School grades. The enrollment for the Fall term was thirty-one, of whom ten attended the High School. During the year forty-eight students were registered.

The aim of the school has been primarily to teach English. For this purpose the Course of Studies for the public schools is followed as far as practicable. It is impossible and inadvisable to do this exactly because of the difficulty in grading the students and the necessity of emphasizing language.

The technique of teaching must depend on the individual learner, especially at the beginning of the course. His previous education, his interests and his ability must be consulted and the material presented adapted to the individual. The younger students progress more rapidly and with less difficulty than older ones. The students are encouraged to show initiative and self-reliance in studying and in this way, with judicious guidance, they accomplish much for themselves.

With increasing command of English, new fields of interest, which they are eager to explore, are constantly being opened up for the students in their reading and in the classes. The students are encouraged in their desire to understand Canadian conditions. Without exception they are zealous in their determination to secure a general education and zeal combined with ability has carried many of them, handicapped as they have been, through the High School and into promising positions.

The attendance during 1917 was the greatest in the history of the school and several applicants were refused admission because all the room at the school in the residence and classes was occupied. The increased attendance is partly due to the growing sentiment throughout the foreign settlements in favour of education, fostered to a great extent by the school teachers. The work of former students and other Alberta trained teachers of foreign birth is to be greatly commended in this respect. These young men are doing excellent work in the outlying districts and it is to their influence that a large part of the attendance is due.

The value of the school in educating foreign-born Canadians and brightening their lives cannot be measured solely by the results we see in the students themselves but must be considered also in the light of the incalculable influence for enlightenment they have in the communities in which they serve after leaving the school. The widening interest in and appreciation of Canadian life and institutions and the development of a more exact knowledge of business affairs in many districts is the indirect result of the work done in this school.

I have the honour to be, Sir,

Your obedient servant,

R. V. HOWARD,

Principal.

SCHOOL LIBRARIES BRANCH

REPORT OF W. H. NOBLE
SCHOOL LIBRARIES AND FREE READERS BRANCH.

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report on the work of the School Libraries Branch.

Judging from the School Library Returns which have recently been received in the Department the school libraries are being used extensively by all grades in the schools, and as the library is extended to include a much wider range of literature it contributes very materially to the intellectual development of the community.

During the year 1917 a Library Record and Accession Book has been sent out to a school district when books in lieu of library grant have been paid to the district. This is the practice when payment of library grants is made to schools so as to have uniformity of library records, and to enable the teacher to keep an accurate record of all books received from the Department and loaned to the pupils.

NEW BOOKS BEING ADDED TO THE LIST.

As the Department is in touch with all the leading publishers in Great Britain, Canada and the United States, from time to time copies of new books are received from various publishers, which, in their opinion, are suitable for library purposes. Once during every year a committee composed of competent educationists is appointed to carefully examine these books which are submitted to the Department and a report is made by this committee on each book, and if approved indication is made as to the class of literature to which it belongs, and the grade for which it is most suitable. Books sent out to school districts are selected here in the Department to suit the type of school for which they are required. As the Department purchases in large quantities direct from the publishers we are able to place the books on the school library shelves at considerably less than publishers' prices.

I am please to be able to report that through the operation of the present library scheme a large proportion of the schools of the province have organized libraries. During the year 1917 there were approximately 2,400 school districts in operation, and from that number 2,255 school districts have operating libraries. The balance of 145 school districts without libraries includes quite a number which have only recently been put into operation, and, therefore, have not up to the present received books from the Department. Quite a number of these districts have now qualified under the Act, and will in the near future receive a very substantial grant in books from the Department. Teachers are now availing themselves of the opportunity of securing through this Branch aids suitable to their requirements in teaching which they find difficult to obtain from local dealers.

The maintenance of the school library has a stimulating effect upon the movements in the direction of improvement of rural life. While called a school library and admitting that the books are placed

in the schools, it is in reality a community library, as correspondence from teachers, school secretaries and residents shows clearly that the school library is meeting a real need, and that its service is being appreciated in the district.

Permit me to submit a few figures with respect to the development of the work of this Branch during the past four years:

Year.	Volumes Distributed	Value
1914.....	88,279	\$17,652.57
1915.....	109,613	29,098.27
1916.....	100,631	35,793.13
1917.....	103,256	42,511.23

One thousand, five hundred and ninety schools have received shipments of library books from this Department during the past year, and it is interesting to note that 401,779 volumes have been distributed amongst the school libraries of Alberta during the four years that this Branch has been in operation.

FREE READERS BRANCH.

With regard to the Free Readers supplied to schools throughout the province, I have pleasure in stating that the following books were distributed to schools during the year 1917:

Phonic Primers	Alex. Primers	First Readers	Second Readers	Third Readers	Fourth Readers	Agricultures
12,587	13,447	12,717	12,002	11,558	7,381	5,520

These books comprised the following shipments to school districts:

By Dominion Express.....	1,079 parcels
By Canadian Northern Express.....	405 "
By Canadian Express.....	168 "
By C.P.R. Freight.....	39 boxes
By C.N.R. Freight.....	8 "
By G.T.P. Freight.....	11 "
By Parcel Post.....	1,538 parcels

During the year 1917 this Branch has written 2,352 letters to school districts with respect to Free Readers.

Permit me to give you a statement of the Free Readers Branch for the year 1917 in relation to the stock on hand, December 31st, 1917:

	Phonic Primers	Alex Primers	First Readers	Second Readers	Third Readers	Fourth Readers	Agri- cultures
Stock on hand Jan. 1, 1917.....	7,577	9,065	8,183	6,968	4,959	9,373	2,576
Purchases Jan. 1, to Dec. 31, 1917.....	15,000	17,078	14,012	15,022	19,000	6,000	5,000
Total stock, 1917.....	22,577	26,143	22,195	21,990	23,959	15,373	7,576
Distributed during 1917.....	12,587	13,447	12,717	12,002	11,558	7,381	5,520
Stock on hand Dec. 31, 1917.....	9,990	12,696	9,478	9,988	12,401	7,992	2,056

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

W. H. NOBLE.

REPORT OF SCHOOL DEBENTURE BRANCH

HON. J. R. BOYLE, K.C., M.P.P.,

Minister of Education,

Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration report of the work performed by the Debenture Branch during the year 1917.

The work of the financial branch in the administrative work of the Department, in common with other institutional and private financial concerns, has had to meet difficulties incident to the condition of war. The falling away of Russia from the forces of the Allies was reflected in a disturbance in the world of finance within the year. The entry of United States in the war a little later was of likewise large significance. While it established confidence in the cause of the Allies, it meant the closing to Canada of her greatest financial resource. In addition to this the Dominion loan issues have forestalled all Provincial or Departmental issues and greatly reduced the surplus monies available for these issues. Altogether it has been necessary to curtail any tendency towards anything but the most necessary provision of school services. This policy has been necessary further by reason of the very high cost of labour and building materials besides the high rates and scarcity of money. On this account the Department has not advised school districts to undertake building operations if satisfactory temporary school accommodation could be at all provided.

The normal growth of the province, however, together with quite appreciable additions to population from outside has made new undertakings necessary with the result that during the year considerably over one-quarter million of school bonds have been sold through the Debenture Branch of the Department. The actual figures are as follows:

Negotiated directly through the Debenture Branch, under commission...	\$133,840.00
Negotiated by the Debenture Branch, with the assistance of the school districts, without commission.	147,425.00
Total.	\$281,265.00

One hundred and nineteen school districts were interested in the sale of the above debentures. The Debenture Branch, besides negotiating the above sales, gave its usual attention to debentures already sold by school districts of this province to bond-houses and others.

During the years 1915, 1916 and 1917, the loans had been made to many districts, a statement of which is as follows: To school districts in the province, \$68,052.37, \$6,806.30, \$3,870.63, making a total of \$78,729.30. During the years 1915, 1916 and 1917 the following amounts of principal were repaid: For these years, respectively, \$1,966.24, \$29,578.09, \$19,062.39, making a total of \$50,606.72; leaving an unpaid principal of \$28,122.58. The total interest accrued on the above loan to the end of 1917 was \$7,822.42; the total interest paid was \$2,727.97; leaving a balance of unpaid interest amounting to

\$5,094.45. The actual amount of money collected during the year 1917 on account of the above loan was as follows: Principal, \$19,062.39; interest, \$1,634.38; total, \$20,696.77.. It is estimated that by the end of the year 1918 approximately \$10,000.00 principal of the outstanding loan will be collected. The total amount of the loan still outstanding, 1917, was as follows: Principal, \$28,122.58; interest, \$5,094.45; total, \$33,127.36.

The usual supervision regarding school buildings and equipment in new districts has been given by the Debenture Branch during the year just closed. Generally speaking, Alberta school districts are handling their financial affairs in a satisfactory manner. While prices of materials and labour continue to increase, no undue expenditures are being made in the erection of new buildings or in the purchase of equipment, and it is confidently anticipated that in the years to come the school districts of the province will appreciate, even more fully than at the present time, the manner in which the above matters have been supervised under your direction.

All of which is respectfully submitted.

I have the honour to remain, Sir,

Your obedient servant,

M. C. ELLIOTT,
Manager, Debenture Branch.

REPORT OF CHIEF ATTENDANCE OFFICER

REPORT OF D. C. McEACHERN,
CHIEF ATTENDANCE OFFICER.

HON. J. R. BOYLE, K.C., M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—I have the honour to submit for your consideration the following report dealing with the enforcement of The School Attendance Act during the year 1917.

During the month of April, 1917, Mr. M. M. O'Brien, former Chief Attendance Officer, resigned his position owing to his enlistment for overseas service, following which I was appointed to carry on the work of the enforcement of The School Attendance Act.

THE EDUCATION OF PARENTS AND TEACHERS.

No less an authority than John Bright laid down the principle that "the nation in every country dwells in the cottage; and unless the light of your constitution can shine there, unless the beauty of your legislation and the excellence of your statesmanship are impressed there on the feelings and condition of the people, rely upon it, you have yet to learn the duties of Government." Believing in this principle, I endeavoured to place in all homes where the provisions of The School Attendance Act were being infringed, the main provisions of that Act. To accomplish this, when it was my duty to communicate with parents with respect to the non-attendance or the irregular attendance of children at school, letters were accompanied by extracts containing the main sections of the Act. It was also pointed out that the Act is a law of the Province of Alberta and that its provisions must be complied with.

Knowing that many of the teachers in the province especially, those teaching here for the first year and who have come from other provinces of the Dominion and the Mother Country, were not familiar with the provisions of the Act, I forwarded to such copies of the Act for their guidance. It is, therefore, the case that the great body of teachers as well as parents throughout the province are now informed of the requirements of The School Attendance Act. During the year there were written in connection with rural and village schools, in all, 9,753 letters, made up as follows: To parents, 4,941; to teachers, 4,487 and to inspectors, 325.

As a result of these communications, 2,466 pupils returned promptly to school. In 331 cases it was found that the children reported were excusable, either because of age directly, or because, owing to the age, the distance of the school from the home of the child was greater than was provided for in The School Attendance Act; while in 174 cases it was reported that children were excusable because of illness.

ENFORCING THE ATTENDANCE ACT.

During the year there were served on parents 480 Warning Notices, as provided for in Section 8 of The School Attendance Act. These notices were effective in securing the prompt return to school of the children in most cases. In ten cases parents failing to respond to the Warning Notices were proceeded against. Convictions were secured in all cases, fines being imposed in eight cases. In one the parent was bound in a penal sum of \$100.00 to send his child to school, and in the remaining case the father, owing to the severe illness of the mother at the time the case was tried, was given a suspended sentence. At the end of the year there were five prosecutions pending, which, owing to the closing of schools, could not be proceeded with.

The serving of the Warning Notices was performed by the various inspectors either on instructions from the Attendance Branch or on their own initiative while making their school visits and acting on information received directly from teachers.

Besides this duty of serving notices the inspectors made in all 123 personal visits to the homes of the children and interviewed the parents or guardians. They also wrote 120 letters to parents. These visits and letters had in most cases the desired result of obtaining forthwith the attendance of the children.

TOWN ATTENDANCE OFFICERS.

The enforcement of The School Attendance Act was carried out in the cities and towns by local Attendance Officers appointed in accordance with Section 7 of The School Attendance Act. These officers reported monthly to the Department of Education and the results of the work are shown by the following: There were in all, 9,176 cases reported as receiving the attention of these officers, investigation of which revealed the fact that the causes were traceable to truancy in 381 cases; to the indifference of parents in 1,353 cases; to illness in 4,651 cases; to the child's being under or over age in 365 cases; other reasons, such as removal from one locality to another within the city or town or in the entire removal from the city or town, in 1,502 cases. In 198 cases children were exempt from attendance by reason of being over fourteen years of age and engaged in useful employment during school hours as provided for in Subsection (f) of Section 5 of The School Attendance Act; while in 98 cases the Attendance Officer was unable to locate the parties reported.

There were served in cities and towns 856 Warning Notices which were effective without prosecution in the great majority of cases. It was found necessary to prosecute in 79 cases, as a result of which there were 77 convictions.

The Attendance Officers in cities and towns reported having performed the following work: Personal calls at schools, 3,544; registration cards investigated, 64; picture shows visited during school hours, 823; bowling alleys visited during school hours, 369; hours spent on street in connection with the enforcement of The School Attendance Act, 6,824. As a result of visits to picture shows and bowling alleys during school hours, fourteen children of school age were found, and these cases were dealt with as provided for in the Act.

As a result of the shortage of labour consequent upon the war, there were granted exemptions to assist in work at home or elsewhere, as provided for in Subsection 2 of Section 6 of The School Attendance Act, in cities and towns, 128, and in rural and village districts, 2,466.

THE CO-OPERATION OF INSPECTORS.

The school inspectors speak favourably of the results obtained during the year, as indicated by the following comments from their annual reports to this Department.

"I wish to say that the general impression throughout my inspectorate appears to be that The School Attendance Branch of the Department of Education has been unusually exacting during 1917."

"I have noted excellent results in a great many cases, following upon your direct letters to parents and teachers, acquainting them with the requirements of the law and their responsibility in this respect."

"Last year (1916) I did considerably more Attendance work, making prosecutions, securing convictions in each case. The absence of trouble over attendance in these localities this year has been quite marked. I wish to say that attendance in my inspectorate is steadily improving. This improvement is due to your educative campaign among the parents, and to the more strict requirement of frequent returns from the teachers."

"I appreciate the value of the work being done by your branch in my inspectorate."

"The work of the Attendance Branch has been productive of good results. The fact that the parents are made aware of the close examination of the attendance records of their children tends in no small degree to correct their negligence and to make them more anxious to do their duty."

"The promptness with which you dealt with attendance reports made the work much more effective than it was in former years."

"I am pleased to advise you that notwithstanding the resolve to permit the older pupils to aid at farm work, the attendance shows improvement. This improvement is largely due to the system of enforcing attendance by the Department of Education through the Attendance Branch."

"I have no recommendations to make as to better enforcement of the Act, as the work of the Attendance Branch has been gaining in efficiency very perceptibly throughout the year."

I have the honour to be, Sir,

Your obedient servant,

D. C. McEACHERN,
Chief Attendance Officer.

PART III.

GENERAL STATISTICS

STATISTICS

GENERAL SUMMARY

	1916	1917	
Number of school districts.....	2,598	2,779	
Increase.....			181
Number of consolidations.....	28	41	
Increase.....			13
Number of school districts having schools in operation.....	2,170	2,321	
Increase.....			151
Number of departments in operation.....	3,143	3,497	
Increase.....			354
Number of pupils enrolled.....	99,201	107,727	
Increase.....			8,526
Average attendance of pupils.....	60,272	65,374.87	
Increase.....			5,102.87
Percentage attendance of pupils.....	60.75	60.68	
Decrease.....			.07
Average length of school year (days).....	167.11	167.55	
Increase.....			.44
Total grants paid to school districts.....	\$600,085.01	\$652,557.71	
Increase.....			\$52,472.70
School debentures authorized.....	235,275.00	305,865.00	
Increase.....			70,590.00
School debentures registered.....	145,975.00	293,265.00	
Increase.....			147,290.00
Amount of money expended on school buildings and grounds.....	375,797.47	462,012.34	
Increase.....			86,214.87
Amount expended on school teachers' salaries.....	2,421,404.48	2,620,085.54	
Increase.....			198,681.06
Paid on debentures and notes includ- ing interest.....	2,223,447.25	2,168,240.13	
Decrease.....			55,207.12
Amount expended for all other pur- poses.....	1,100,965.06	1,398,063.62	
Increase.....			297,098.56

SCHOOL DISTRICTS

School districts in existence December 31, 1916.....	2,598
Consolidations in existence December 31, 1916.....	28
Number of school district units in such consolidations.....	89
School districts erected during 1917:	
Public.....	137
Separate.....	1
Consolidations.....	14
Number of school districts in such consolidations.....	47
Total number of school districts in province December 31, 1917.....	2,736
Total number of consolidations in province December 31, 1917.....	42
Total number of school district units included in consolidations December 31, 1917.....	136

There also exists in the unorganized territory in the northern part of the Province thirteen mission schools which formerly received support from the Dominion Government and are now assisted by the Government of Alberta.

NUMBER OF SCHOOLS IN OPERATION DURING 1916 AND 1917 AND
NUMBER OF DEPARTMENTS IN EACH

Schools having	Total Schools		Total Departments	
	1916	1917	1916	1917
1 department.....	2,026	2,322	2,026	2,322
2 departments.....	67	61	134	122
3 ".....	27	26	81	78
4 ".....	14	20	56	80
5 ".....	11	11	55	55
6 ".....	2	6	12	36
7 ".....	4	3	28	21
8 ".....	6	4	48	32
9 ".....	2	4	18	36
10 ".....	1	4	10	40
11 ".....	4	1	44	11
12 ".....	...	1	...	12
14 ".....	1	...	14	...
15 ".....	1	1	15	15
16 ".....	...	1	...	16
25 ".....	...	1	...	25
40 ".....	...	1	...	40
41 ".....	1	...	41	...
44 ".....	...	1	...	44
58 ".....	1	...	58	...
63 ".....	...	1	...	63
208 ".....	...	1	...	208
230 ".....	1	...	230	...
241 ".....	...	1	...	241
276 ".....	1	...	276	...
	2,170	2,471	3,146	3,497

ATTENDANCE OF PUPILS

	1916	1917	Increase	Decrease
No. of pupils attending school during the year.....	99,201	107,727	8,526	
No. of boys.....	50,375	54,446	4,071	
No. of girls.....	48,826	53,281	4,455	
Total aggregate attendance for first term.....	6,246,855	6,696,218	449,363	
Total aggregate attendance for second term.....	4,852,774	5,234,959	382,185	
Total aggregate attendance for the year.....	11,099,629	11,931,177	831,548	
Total average attendance for the year.....	60,271.39	65,374.87	5,103.48	

CLASSIFICATION OF PUPILS

Grades.	No. of Pupils, 1916	Per cent. of Enrolment	No. of Pupils, 1917	Per cent. of Enrolment
I.....	24,939	25.14	26,788	24.87
II.....	12,835	12.94	13,506	12.55
III.....	13,894	14.00	14,437	13.40
IV.....	11,819	11.92	13,028	12.09
V.....	9,533	9.61	10,632	9.88
VI.....	8,275	8.34	9,365	8.69
VII.....	6,012	6.06	6,791	6.30
VIII.....	6,139	6.19	7,030	6.53
IX.....	2,583	2.60	2,701	2.50
X.....	1,546	1.56	1,502	1.39
XI.....	1,085	1.09	1,183	1.09
XII.....	541	.55	764	.71
Totals.....	99,201	100.00	107,727	100.00

SUMMARY OF SCHOOL ATTENDANCE

Classification	No. in Class	Enrolment		Total	Attendance	
		Boys	Girls		Aggregate	Average
City.....	6	15,325	16,696	32,021	4,293,916	22,029.26
Town.....	50	5,498	6,063	11,561	1,361,048	7,080.78
Village.....	91	3,745	3,835	7,580	834,067	4,263.90
Consolidated..	32	1,225	1,158	2,383	236,756	1,303.29
Rural.....	2,142	28,653	25,529	54,182	5,205,389	30,697.64
Totals.....	2,321	54,446	53,281	107,727	11,931,177	65,374.87

CONSOLIDATED SCHOOLS

No.	Name of District	Enrolled	Average Attendance	Percentage of Attendance
1	Warner.....	170	98.81	58.12
2	Foremost.....	62	38.76	62.51
3	Mountain View.....	42	35.54	84.61
4	Retlaw.....	86	52.66	61.23
5	New Dayton.....	58	31.02	53.48
6	.....			
7	Kippenville.....	26	17.61	67.73
8	Barons.....	168	90.27	53.73
9	Coaldale.....	98	52.98	54.06
10	West Lethbridge.....	26	16.54	63.61
11	Milk River Valley.....	44	23.85	54.20
12	Alix.....	106	67.36	63.54
13	Bideford.....	35	16.47	47.05
14	Carseland.....	71	45.59	64.21
15	Barnwell.....	130	64.73	49.79
16	Chinook.....	157	79.86	50.86
17	Nose Hill.....	21	12.44	59.33
18	Wolf Creek.....	10	6.50	65.00
19	Rimbey.....	158	90.79	57.46
20	Lomond.....	102	50.59	49.59
21	Gadsby.....	79	48.09	60.87
22	Sundial.....	60	29.05	48.41
23	Burdett.....	112	74.73	66.72
24	Jenner.....	39	18.05	46.28
25	Fosk.....	22	13.51	61.40
26	Scotfield.....	30	16.51	55.03
27	Nemiskam.....	38	20.00	52.63
28	Milk River.....	80	36.75	45.93
29	Melfort.....	13	9.50	73.07
30	Consort.....	74	18.86	24.13
31	Mirror.....	110	58.96	53.60
32	Glenwood.....	97	41.15	42.42
33	Etzikom.....	59	25.74	43.62

COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Graded and Ungraded Schools

	Graded Schools	Ungraded Schools
Number of pupils enrolled	53,545	54,182
Aggregate days attendance of pupils.....	6,725,788	5,205,389
Daily average attendance of pupils.....	34,677.23	30,697.64
Percentage of attendance of total enrolment.....	64.76	57.33
Average length of school year (days).....	189.07	165.15
Classification—Grade I.....	11,462	15,326
“ II.....	6,658	6,848
“ III.....	6,645	7,792
“ IV.....	6,064	6,964
“ V.....	5,233	5,399
“ VI.....	4,537	4,828
“ VII.....	3,411	3,380
“ VIII.....	3,525	3,505
“ IX.....	2,307	394
“ X.....	1,423	79
“ XI.....	1,157	26
“ XII.....	761	3
Total attendance	53,183	54,544

NOTE.—The statistics in the above table were compiled from the returns from 2,322 ungraded schools, representing 2,322 departments, and 149 graded schools, representing 1,175 departments.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR.

Less than 20 days.....	7,094
Between 20 and 50 days.....	14,860
Between 51 and 100 days.....	26,973
Between 101 and 150 days.....	24,581
Between 151 and 200 days.....	33,765
More than 200 days.....	454
Total.....	107,727

LENGTH OF THE SCHOOL YEAR

Number of schools open less than 20 days.....	2
Number of schools open between 51 and 100 days.....	177
Number of schools open between 101 and 150 days.....	425
Number of schools open between 151 and 200 days.....	1,211
Number of schools open over 200 days.....	471
Total.....	2,286

TEACHERS EMPLOYED, CERTIFICATES AND SALARIES

Class of Certificate	No. of Teachers	Schools open the whole year			No. of Teachers	Schools open part of year		
		Salaries per Year				Salaries per Year		
		Highest	Lowest	Average		Highest	Lowest	Average
First, male	351	\$3000.00	\$ 700.00	\$1270.59	35	\$1200.00	\$ 700.00	\$ 875.97
First, fem..	547	2400.00	600.00	906.00	49	900.00	600.00	793.26
Second, m.	425	2100.00	525.00	897.66	80	1200.00	650.00	822.25
Second, f.	1983	1200.00	504.00	815.51	243	1008.00	630.00	851.92
Third male	82	2300.00	650.00	826.13	20	900.00	700.00	804.00
Third fem.	257	1800.00	600.00	794.12	91	1080.00	600.00	820.92
Permit m....	107	1200.00	500.00	792.62	142	1080.00	600.00	815.36
Permit fem.	370	1025.00	450.00	768.51	296	1020.00	450.00	771.22
Speci'list, m	25	2600.00	1200.00	1756.40	.....	.....	.....	.....
Specialist, f	30	1800.00	550.00	1144.16	.....	.....	.....	.....
Town Schools					Village Schools			
First, male.	169	\$3000.00	\$ 750.00	\$1645.62	66	\$1400.00	\$840.00	\$1073.47
First, fem..	285	2400.00	690.00	984.40	74	1300.00	600.00	860.10
Second, m.	42	2100.00	525.00	1186.78	86	1400.00	700.00	980.65
Second, f.	668	1200.00	504.00	869.86	207	1020.00	600.00	807.04
Third male	4	2300.00	850.00	1325.00	8	1050.00	720.00	848.73
Third, fem.	26	1800.00	700.00	820.19	27	1050.00	720.00	827.03
Permit, m..	.....	.....	.....	.....	4	1200.00	780.00	990.00
Permit, f....	.....	.....	.....	.....	21	900.00	450.00	734.28
Speci'ist, m	25	2600.00	1200.00	1756.40	.....	.....	.....	.....
Specialist, f	30	1800.00	550.00	1144.16	.....	.....	.....	.....
Yearly Rural Schools					In All Schools			
First, male.	116	\$1250.00	\$700.00	\$836.37	386	\$3000.00	\$ 700.00	\$1234.81
First, fem..	188	1020.00	720.00	805.23	596	2400.00	600.00	896.74
Second, m.	297	1300.00	650.00	833.09	505	2100.00	525.00	885.72
Second, f.	1108	1200.00	600.00	784.33	2226	1200.00	504.00	814.99
Third male	70	1000.00	650.00	809.32	102	2300.00	650.00	831.59
Third, fem.	204	1080.00	600.00	838.40	348	1800.00	600.00	801.12
Permit, m..	103	1080.00	500.00	784.76	249	1200.00	500.00	805.59
Permit, f....	349	1025.00	500.00	770.57	666	1025.00	450.00	771.22
Speci'ist, m	.....	.....	.....	.....	25	2600.00	1200.00	1756.40
Specialist, f	.....	.....	.....	.....	30	1800.00	550.00	1144.16

Number of teachers employed during some part of year.....	4,265
Number of agreements with teachers recorded.....	5,133
Number of classrooms in charge of teachers.....	3,497
Number of supervisors, specialists, etc.....	55
Average salary per year in town schools.....	\$1,035.17
Average salary per year in village districts.....	881.11
Average salary per year in rural schools.....	796.34
Average salary per year in all schools.....	862.64

SCHOOL DISTRICT DEBENTURES

Year	Debentures Authorized		Debentures Registered	
	No. of School Districts	Amount	No. of School Districts	Amount
1902	73	\$ 68,650	70	\$ 72,050
1903	83	108,135	93	109,285
1904	105	264,190	109	188,340
1905	120	159,325	111	228,725
1906	157	422,325	146	347,175
1907	171	674,515	135	485,165
1908	227	563,925	236	787,900
1909	204	978,550	207	975,950
1910	289	1,027,892	273	742,725
1911	312	1,524,707	277	1,501,560
1912	294	2,808,355	274	1,749,120
1913	278	2,893,628	278	3,925,505
1914	173	1,723,050	226	1,952,000
1915	146	513,235	142	495,885
1916	120	235,275	94	145,975
1917	134	305,865	120	293,265

Debentures Sold Through Debenture Branch During 1916

80 Rural School Districts	\$ 98,940
12 Village Districts	31,900
2 Consolidated School Districts	3,000
	\$133,840

RECEIPTS AND EXPENDITURES

Summary of Receipts and Expenditures of School Districts for the Year.

Receipts.

Cash on hand January 1st	\$1,121,524.86
Proceeds from debentures	268,102.65
Taxes collected	3,657,510.94
Government grants	987,169.66
Pupils' fees	8,636.59
Borrowed by note	4,451,229.67
Amounts advanced by treasurers	20,516.15
Received from other sources	133,711.11
	\$7,648,401.63

Expenditures.

Teachers' salaries	\$2,620,085.54
Officials' salaries	193,484.03
Paid on debentures	1,100,181.51
Paid on notes (renewals and interest)	1,068,058.62
School buildings and repairs	414,105.36
School grounds	47,906.98
School furniture	76,030.88
Library and reference books	19,875.53
Apparatus and equipment	16,942.39
Supplies, stationery, etc	110,129.16
Caretaking and fuel	372,393.73
Insurance	68,719.52
Other expenditures	487,648.76
Balance on hand December 31st	1,052,839.62
	\$7,648,401.63

Compiled from financial statements received from 2,378 school districts.

COMPARATIVE STATEMENT showing Receipts and Expenditures of Town, Village and Rural School Districts for the Year

Receipts	Town and Village Districts	Rural Districts
Cash on hand January 1st.....	\$ 721,477.76	\$ 400,047.10
Proceeds on debentures.....	174,273.54	93,829.11
Taxes collected.....	1,853,019.83	1,804,491.00
Government grants.....	604,145.67	383,023.99
Pupils' fees.....	5,938.36	2,698.23
Borrowed by note.....	1,166,361.58	284,868.09
Amount advanced by treasurers.....	10,597.99	9,918.16
Other sources.....	85,693.23	48,017.88
	\$4,621,507.96	\$3,026,893.67
Expenditures.		
Teachers' salaries.....	\$1,295,263.20	\$1,324,822.34
Officials' salaries.....	95,512.20	97,971.83
Paid on debentures.....	831,520.09	268,661.42
Paid on notes (renewals and interest).....	745,933.37	322,125.25
School buildings and repairs.....	217,863.98	196,241.38
School grounds.....	9,553.36	38,353.62
School furniture.....	26,064.79	49,966.09
Library and reference books.....	5,368.92	14,506.61
Apparatus and equipment.....	5,503.81	11,438.58
Supplies, stationery, etc.....	74,757.31	35,371.85
Caretaking and fuel.....	244,933.16	127,460.57
Insurance.....	48,947.05	19,772.47
Other expenditures.....	412,615.77	75,032.99
Total expenditure.....	\$4,013,837.01	\$2,581,725.00
Balance on hand December 31.....	607,670.95	445,168.67
Total.....	\$4,621,507.96	\$3,026,893.67

COMPARATIVE STATEMENT showing Assets and Liabilities of Town, Village and Rural Districts for the year.

Assets	Town and Village Districts	Rural Districts
Cash on hand.....	\$ 607,670.95	\$ 445,168.67
Arrears of taxes due.....	1,588,761.41	887,161.46
Estimated value of lands and buildings.....	11,769,347.49	2,716,666.80
Estimated value of furniture and apparatus.....	673,479.47	567,734.78
Estimated value of school libraries.....	47,337.64	103,352.98
Other assets.....	1,081,986.43	468,740.20
	\$15,768,583.39	\$5,188,824.89
Liabilities.		
Teachers' salaries.....	\$ 12,607.06	\$ 76,370.78
Debenture indebtedness.....	9,149,203.00	960,065.48
Outstanding accounts.....	1,416,143.87	231,665.64
Amounts due treasurers.....	6,508.56	34,851.46
Excess of assets over liabilities.....	5,184,120.90	3,885,871.53
	\$15,768,583.39	\$5,188,824.89

SUMMARY OF ASSETS AND LIABILITIES of all School Districts for the year 1917.

Assets.

Cash on hand.....	\$ 1,052,839.62
Arrears of taxes due.....	2,475,922.87
Estimated value of lands and buildings.....	14,486,014.29
Estimated value of furniture and apparatus.....	1,241,214.25
Estimated value of school libraries.....	150,690.62
Other assets.....	1,550,726.63
	\$20,957,408.28

Liabilities.

Teachers' salaries.....	\$ 88,977.84
Debenture indebtedness.....	10,109,278.48
Outstanding accounts.....	1,647,809.51
Amounts due treasurers for money advanced.....	41,360.02
Excess of assets over liabilities.....	9,069,982.43
	\$20,957,408.28

COMPARATIVE COST OF EDUCATION.

All Schools—

Cost per pupil per year according to enrolment.....	\$45.39
Cost per pupil per year according to average attendance.....	74.82
Average cost per pupil for each day in attendance.....	40.89

In Ungraded Schools—

Cost per pupil per year according to enrolment.....	41.41
Cost per pupil per year according to average attendance.....	73.17
Average cost per pupil for each day in attendance.....	42.91

In Graded Schools—

Cost per pupil per year according to enrolment.....	49.39
Cost per pupil per year according to average attendance.....	75.83
Average cost per pupil for each day in attendance.....	39.09

In Town and Village Schools—

Cost per pupil per year according to enrolment.....	31.89
Cost per pupil per year according to average attendance.....	63.24
Average cost per pupil for each day in attendance.....	34.13

In City Schools—

Cost per pupil per year according to enrolment.....	56.10
Cost per pupil per year according to average attendance.....	81.54
Average cost per pupil for each day in attendance.....	41.83

PROVINCIAL CERTIFICATES GRANTED

	Alberta	Other Provinces	British Isles	Total	Grand Total
(a) Interim Certificates.					
First Class to Alberta Teachers	89			89	118
" " Teachers from Saskatchewan		3			
" " " " Ontario		12			
" " " " Manitoba		1			
" " " " Nova Scotia		7			
" " " " New Brunswick		3			
" " " " British Columbia		1		27	
" " " " England			1		
" " " " Scotland			1	2	
Second Class to Alberta Teachers	237			237	362
" " Teachers from Saskatchewan		18			
" " " " Ontario		49			
" " " " Manitoba		12			
" " " " Nova Scotia		25			
" " " " New Brunswick		3			
" " " " Quebec		2			
" " " " British Columbia		11		120	
" " " " England			5	5	
Third Class to Alberta Teachers	34			34	221
" " Teachers from Saskatchewan		9			
" " " " Ontario		17			
" " " " Manitoba		6			
" " " " Nova Scotia		70			
" " " " New Brunswick		17			
" " " " Quebec		3			
" " " " British Columbia		15			
" " " " Prince Edward Is		16			
" " " " Newfoundland		1			
" " " " United States		29		183	
" " " " Ireland			2		
" " " " Scotland			2	4	
(b) Professional Certificates.					
First Class	73				237
Second Class	164				
Provisional Certificates (Permits)	870				870

ACADEMIC EXAMINATIONS, 1917.

	No. Who Wrote	No. Who Passed	No. Granted Conditional Standing
Grade VIII (Public School Leaving).....	2,992	2,034	.....
Grade IX.....	1,331	953	.....
Grade X.....	910	679	.....
Grade XI.....	651	403	132
Grade XII.....	182	108	31
Commercial (First Year).....	106	83	.....
Commercial (Second Year).....	42	28	.....
*Others.....	182	.....	.....

*(This number includes candidates for Grade XII, Parts I and II, Junior and Senior Matriculants and Special Cases.)

STUDENTS EMPLOYED ON FARMS, 1917.

	No. Who Wrote	No. Who Passed	No. Granted Conditional Standing
Grade VIII.....	59	51	.....
Grade XI.....	22	13	6
Grade XII.....	6	5	1
Totals.....	87	69	7

Exempted from Examinations in whole or in part on the recommendations of Principals:

Grade IX.....	64
Grade X.....	77

Total number of students employed on farms..... 228

STATEMENT of Free Texts Purchased and Distributed to Pupils.

Free Texts Purchased.

Year.	Agricultures	Phonic Primers	Primers	Firsts	Seconds	Thirds	Fourths
1908.....			19,712	15,283	14,896	15,077	8,104
1909.....						5,095	5,095
1910.....			15,073	12,000	11,073	4,000	3,996
1911.....			15,000	3,500	4,000	3,000	2,500
1912.....			2,000	10,000	7,000	6,500	5,000
1913.....			15,000	12,000	9,753	10,000	9,000
1914.....			34,000	26,000	23,000	18,600	11,300
1915.....	12,000	20,000	9,072	7,560	7,000	9,000	9,000
1916.....	4,000	3,900	12,000	9,908	12,006	9,990	9,028
1917.....	5,000	15,000	17,078	14,012	15,022	19,000	6,000
	21,000	38,900	138,935	110,263	103,750	100,262	69,023

Free Texts Distributed,

Year.	Agricultures	Phonic Primers	Primers	Firsts	Seconds	Thirds	Fourths
1908.....			12,802	9,721	9,577	8,727	6,262
1909.....			5,913	4,610	4,980	5,148	3,934
1910.....			12,180	5,373	7,765	5,820	3,897
1911.....			7,870	9,427	6,689	6,079	4,503
1912.....			11,366	8,601	7,542	7,728	4,499
1913.....			14,932	11,648	10,059	9,597	6,520
1914.....			15,076	12,352	10,627	9,509	7,773
1915.....	7,793	5,800	19,625	14,756	14,252	13,356	8,878
1916.....	5,631	10,523	13,028	11,580	10,469	10,339	6,884
1917.....	5,520	12,587	13,447	12,717	12,002	11,558	7,381
	18,944	28,910	126,239	100,785	93,762	87,861	61,031

Free Texts on Hand December 31st, 1917.

Year.	Agricultures	Phonic Primers	Primers	Firsts	Seconds	Thirds	Fourths
1917.....	2,056	9,990	12,696	9,478	9,988	12,401	7,992

ATTENDANCE IN TOWN SCHOOLS.

Public Schools.

No.	Name of District.	Enrolled.	Average Attendance	Percentage of Attendance.
7	Edmonton.....	11,146	7,713 57	69.20
19	Calgary.....	11,093	7,746 24	69.83
47	Macleod.....	389	258.99	66.56
51	Lethbridge.....	2 281	1,516.27	66.47
76	Medicine Hat.....	2,741	1,829.44	66.74
91	Fort Saskatchewan.....	228	164.78	72.22
103	Gleichen.....	172	102.54	59.61
104	Red Deer.....	680	475.24	69.88
121	Pincher Creek.....	211	133.84	63.43
144	High River.....	381	266.72	70.00
178	Okotoks.....	194	128.42	66.19
210	Immisfail.....	328	177.47	54.10
235	Olds.....	315	200.18	63.54
243	Nelson.....	301	192.73	64.02
264	Wetaskiwin.....	564	455.42	80.74
297	Leduc.....	214	133.91	62.57
423	Ponoka.....	291	176.89	60.78
457	Cardston.....	548	361.78	66.01
620	Magrath.....	366	236.22	64.54
652	Didsbury.....	248	152.60	61.13
700	Raymond.....	473	247.76	52.38
730	Nanton.....	217	139.70	64.37
764	Claresholm.....	355	230.62	64.96
839	Athabasca.....	131	62.13	47.42
892	Irvine.....	115	72.99	63.46
933	Taber.....	563	303.61	53.92
944	Stavelly.....	124	79.33	63.97
1289	Gratum.....	118	62.44	52.91
1315	Camrose.....	540	327.26	60.60
1446	Vermilion Centre.....	336	212.61	63.27
1475	Stettler.....	351	223.30	63.61
1480	New Vegreville.....	425	282.52	66.47
1539	Daysland.....	107	64.49	60.27
1587	Strathmore.....	164	99.62	60.74
1638	Stony Plain Village.....	133	66.30	49.85
1658	Wainwright.....	266	167.19	62.85
1659	Hardisty.....	148	95.34	64.41
1861	Diamond City.....	62	42.71	68.88
1883	Bow Island.....	179	100.48	56.13
1939	Tofield.....	200	139.95	69.97
2087	Carmangay.....	127	82.47	64.93
2092	Dennis.....	65	39.75	61.15
2131	Bassano.....	196	115.15	58.75
2194	Castor.....	260	146.51	56.35
2283	Redcliff.....	355	223.86	63.05
2292	Beverly.....	213	137.98	64.77
2298	Edson.....	100	65.33	65.30
2335	Coronation.....	171	98.46	57.57
2472	Drumheller.....	261	137.22	52.57
2567	Grouard.....	33	16.38	49.63
2912	Hanna.....	233	119.65	51.35
3	St. Albert.....	184	107.52	58.43
35	Thibeault.....	87	55.61	63.91

Separate Schools.

1	Calgary.....	1,145	761.01	66.46
7	Edmonton.....	1,578	1,025.32	64.97
8	Holy Cross.....	53	26.64	50.26
9	Lethbridge.....	429	294.87	68.73
15	Sacred Heart.....	75	49.09	65.45
16	St. Martin's.....	161	93.25	57.91
17	North Red Deer.....	116	71.22	61.31
18	St. Michael's.....	174	102.66	59.00
20	Pontmain.....	134	67.22	50.16
21	St. Louis.....	173	91.57	52.93
22	Grouard.....	61	41.14	67.44

EDUCATIONAL INSTITUTIONS NOT DIRECTLY UNDER CONTROL OF DEPARTMENT.

Name of Institution.	Class.	Location.	Number of Pupils under 14.			Number of Pupils 14 and over.			Preparation for Dept. Exams.
			Boys	Girls	Total	Boys	Girls	Total	
Alberta College North.....	Preparatory, Commercial and Music	Edmonton.....	250	350	600	255	245	600	Yes.
Alberta College South.....	Preparatory, Music and Theological	Edmonton South.....	.....	.....	.....	32	60	92	Yes.
Alberta Ladies' College.....	Preparatory, Secondary, Commercial, Music	Edmonton South.....	.....	62	62	.....	45	45	Yes.
Western Canada College.....	Preparatory, Secondary and Commercial	Calgary.....	.....	.....	.....	.....	.....	.....	If desired.
Westward Ho College.....	Secondary.....	Edmonton.....	36	.....	36	68	.....	68	Yes.
Robertson College.....	Preparatory and Theological.....	Edmonton South.....	22	.....	22	5	.....	5	Not at present.
Jesuit College.....	Preparatory, Classical and Commercial	Edmonton.....	71	.....	71	45	.....	45	No.
Juniorate of St. John.....	Academic.....	Edmonton South.....	10	.....	10	30	.....	30	No.
Alberta Academy.....	Preparatory and Theological.....	Lacombe.....	21	19	40	100	51	151	Yes.
Camrose Lutheran College.....	Preparatory, Secondary, Commercial, and Parochial.....	Camrose.....	.....	.....	.....	53	31	84	Yes.
McTavish Business College.....	Commercial.....	Edmonton.....	.....	.....	.....	28	142	170	No.
Coupland Business College.....	Commercial.....	Calgary.....	.....	.....	.....	31	84	105	No.
St. Peter's Mission Boarding School.....	Preparatory.....	Lesser Slave Lake.....	12	10	22	.....	.....	.....	No.
St. John's Mission School.....	Preparatory.....	Wabasca.....	14	21	35	3	2	5	No.
St. Francis Xavier R.C. Boarding School.....	Preparatory.....	Sturgeon Lake.....	10	5	15	.....	.....	.....	No.
St. Mary's Apostolic School.....	Secondary.....	Trochu.....	.....	.....	.....	4	.....	4	No.
Erminskin Boarding School.....	Preparatory.....	Hobbsena.....	24	21	45	7	8	15	No.
St. Anthony's Boarding School.....	Primary.....	Onion Lake, Sask.....	37	34	71	4	4	8	No.
Our Lady of Rosary School.....	Preparatory.....	Castor.....	28	46	74	.....	8	8	Yes.
St. Joseph's Convent.....	Preparatory.....	Mundare.....	50	28	78	2	3	5	No.
St. Joseph's Convent.....	Preparatory.....	North Red Deer.....	23	69	92	1	25	26	Yes.
Carruthers School.....	Preparatory.....	Cayley.....	2	2	4	.....	.....	.....	No.
Irvine Parochial School.....	Preparatory.....	Irvine.....	17	.....	17	1	6	7	Yes.
Beiseker Parochial School.....	Preparatory.....	Beiseker.....	16	7	23	4	1	5	Yes.
Loyalist Parochial School.....	Preparatory.....	Loyalist.....	14	14	28	6	5	11	Yes.
Wahstao Boarding School.....	Preparatory.....	Wahstao.....	14	13	27	1	.....	1	Yes.
Youville School.....	Preparatory and Indian Boarding School.....	St. Albert.....	92	76	168	23	30	53	Yes.
St. Augustin Boarding School.....	Preparatory.....	Peace River.....	20	26	46	3	1	4	Yes.
St. Theresa Academy.....	Preparatory.....	Medicine Hat.....	36	39	75	3	2	5	Grade VIII
St. Paul's Mission.....	Preparatory.....	Chipewyan.....	11	9	20	.....	.....	.....	No.

GOV. DOC. CA2 AL. ED. A56 12TH 1917
ALBERTA DEPT. OF EDUCATION
ANNUAL REPORT/

39519983 60V PUB



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